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COLUMBIA UNIVERSITY QUARTERLY

VOL. VIII—SEPTEMBER, 1906—No. 4

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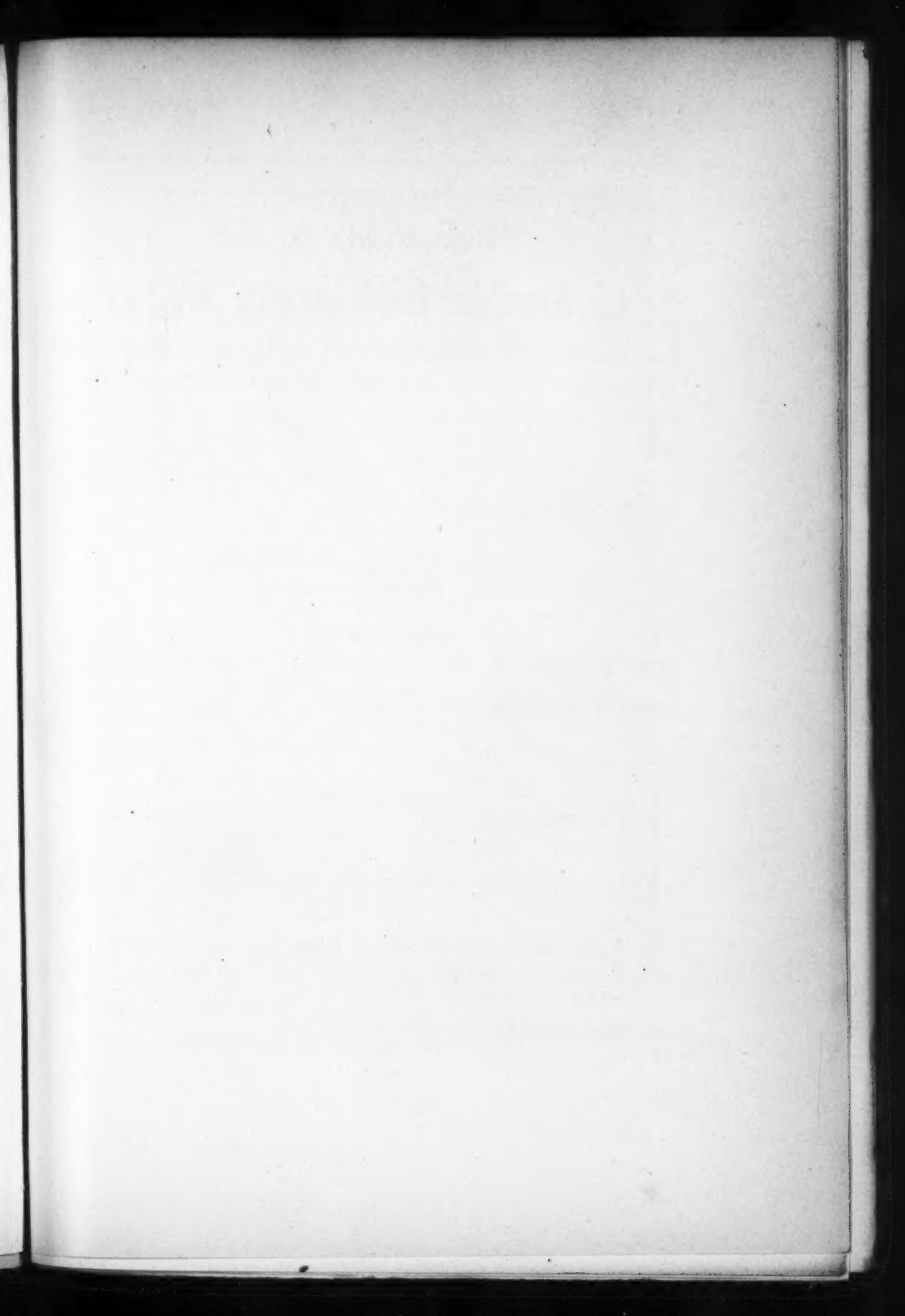
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JOHN W. BURGESS, PH.D., LL.D.
THEODORE ROOSEVELT PROFESSOR, 1906-1907

COLUMBIA

UNIVERSITY QUARTERLY

VOL. VIII—SEPTEMBER, 1906—No. 4

SOME MODERN COLLEGE TENDENCIES*

ON occasions like the present prefatory remarks are, as a rule, best dispensed with. The more directly the matter for discourse is reached, the better for all concerned. It so chances, however, that for me personally this particular occasion is exceptional. In the first place, this is my fiftieth year since graduation; and, as no similar anniversary has preceded it, none like it will follow. The classes of 1856 now gather each to its *alma mater*, and from the scant and furrowed remnants the cry goes up—*morituri te salutant*. But, in the second place, I individually have another message to deliver—a species of valedictory. I claim, therefore, the privilege of a preliminary word, at once explanatory and justificative.

Not what is known as an educationalist, I purpose today to discuss grave educational problems. The views I am about to advance are moreover somewhat at variance with those at this time usually accepted; and, though radical in their way, are in some respects reactionary. So, knowing by experience how thoroughly equipped those are with whom I must necessarily be brought in conflict, I want the why and the wherefore of what I say to be clearly premised.

* Address delivered before the Phi Beta Kappa at Columbia University, June 12, 1906.

The late Sir Leslie Stephen once, when reading a paper on some ethical topic, observed at the threshold, "I wish to suggest certain considerations which may, perhaps, be worth taking into account; and, as I must speak briefly, I must not attempt to supply all the necessary qualifications. I can only attempt to indicate what seems to me to be the correct point of view, and apologize if I appear to speak too dogmatically, simply because I cannot waste time by expressions of diffidence, by reference to probable criticisms, or even by a full statement of my own reasons." So, in the present case, with no disposition to dogmatize I even entertain grave doubts whether many of the propositions I am about to advance are altogether tenable; none the less, I shall advance them as clearly and positively as I can for what they are worth, leaving others to supply words of hesitancy. I also crave a moment's patience while I briefly set forth the reason why, a confessed layman, I am here at all.

In doing this I fear I must make a too frequent use of what in the dictionaries is defined as the nominative case of the pronoun of the first person; for, as the views about to be advanced are largely based on personal experience, it is not easy to see how so doing could be avoided. At best the effort to avoid it would necessarily involve such clumsy as well as frequent circumlocutions that acceptance at the outset of the charge of egoism is manifestly the lesser evil.

Close upon a quarter of a century ago, that is, in June, 1882, I was chosen by the alumni of Harvard a member of its board of overseers. The term of service on that board is six years, and I have since been three times in like manner honored. The close of my fourth term is near; and, with its close, my official connection with the University ceases. My personal interest in it will, of course, continue. Looking back on those twenty-four years of service as continuous as the law allows, certain conclusions have, I find, gradually crystallized in my mind; and I am not unwilling to avail myself of this opportunity to set them forth. Wholly the result of personal experience, and of observation from a somewhat external point of view, they can at most be merely an individual's

contribution to an endless, but always interesting, debate. As such they are offered.

Looking back then over the two periods, the half century since graduation, and the four and twenty years since I first took my seat as a Harvard overseer, I find myself, as is not unusually the case, by no means in complete accord with results:—nay more, as already intimated, I find myself somewhat of a reactionist. In no degree an admirer of things that were, I am, if possible, still less disposed to rest in all respects content with what is. My testimony is merely that of an observer,—an observer who is neither an optimist nor a pessimist, though, perhaps, inclined to be otherwise-minded.

I am about to speak, be it also remembered, not of the university but of the college,—the period not of professional but of academic training, the four years which, half a century since, intervened between the seventeen and twenty-one of life, and which now intervene between the eighteen and twenty-two. As respects this period,—the more essentially formative period of life,—the two noticeable college changes which have come about within the half century have been the great increase in the number of students as well as of institutions, and, so far as Harvard is concerned, the adoption and consistent following-out of the elective system in studies. In the beneficial results of both I was once a believer; but as time has gone on and I have observed the younger generation, more and more doubt has arisen in my mind, until now I have become satisfied that as respects numbers a thorough reorganization of the whole college system is necessary, while, as respects the elective system, I am equally clear a reaction is both impending and desirable.

First, as to numbers and the college organization. The Harvard class of which I was a member appears in the quinquennial catalogue with ninety-two names, the largest number recorded up to that time. The college then reported three hundred and twenty students in all. Today, fifty years later, the graduating class numbers two hundred and forty-two, and the academic department of the University,—Harvard college proper,—last year reported more than two thousand students. It is matter of common knowledge that, in this respect, the experience of Harvard has been in no way

peculiar. Brown, Amherst, Williams, Tufts and Dartmouth each number from three hundred and seventy-nine to nine hundred undergraduates, all exceeding in size the Harvard of 1856,—Williams by forty per cent.; Tufts by eighteen per cent. The criticism I have to offer, in so far as it is either just or erroneous, is, therefore, applicable to all our colleges. Whether or not this great increase both in students and in institutions is desirable, I do not purpose to inquire. Very possibly it is not. It may well be merely another form of waste of force, many boys going, or being sent, to college, who are in no way fitted to derive advantage therefrom. The attempted conversion of sows' ears into silk purses is proverbially unfruitful as an industry; in the present case, it is also, I have sometimes thought, open to grave criticism as a practical misapplication of an endowment. Conceivably even institutions of the more advanced education may have an eye to bigness of competitive output; and, if such a view, however loudly disavowed, prevails, quantity will surely take precedence of quality. The temptation undeniably exists. Passing this by, however, and coming directly to my point, all subsequent observation tells me that the Harvard college system of fifty years ago,—the distinctly American collegiate system,—was already in my time outgrown, and in essentials radically defective. Further, I find myself led to believe that the condition of affairs, in this respect bad then, has since grown steadily worse. The whole situation I am persuaded today stands in crying need of reform; and yet how to reform it is, I confess, a problem most difficult of solution. Let me state the case.

At Harvard, as elsewhere in the American colleges, we still adhere to the old organization,—the four classes, from freshman to senior. But, fifty years ago, each of the four classes was a unit. Following the secondary school system, a class was divided into divisions which, during the first two years of the course, recited, or attended lectures, together; and, subsequently, during the last two years,—the junior and senior years,—when the choice of electives was to a certain extent permitted, the divisions in electives were limited to the class, the members of which thus entered college, went through it, and graduated together. Naturally, a class feeling, more or less strong, resulted. In those days each classmate knew

every classmate, and could address him by name. As late as 1870, and the advent of Dr. Eliot to the presidency, the traditional organization was not wholly outgrown, although a maximum of development had for some time been reached. The college had become unwieldy. Before 1850 even the contact between the instructor and the individual student was less than it had formerly been,—far less than it should be. Still, up to about 1870, every instructor had a more or less definite opinion of every student who recited to him; and every student had a clearly defined judgment as to every instructor. The personal relation between instructor and student was, however, even then only theoretical. The influence of contact was conspicuously lacking. For purpose of illustration let me appeal to my own experience.

In college days I was about an average student. Standing high in only one or two courses, I was an omnivorous reader; and, as I now clearly see, stood greatly in need of friendly counsel and sympathetic guidance. Of it I got absolutely none. Once only during my entire college life do I remember coming in contact, except incidentally and in the most conventional way, with an instructor. The result did not tend to edification. It was early in my junior year. My record up to that time was neither good nor bad. I had to a large extent idled away my time, giving no great attention to my studies, and indulging freely in what would now, I suppose, be termed my elective aptitudes,—in other words following the lines of least resistance. As the result of a certain approach to sober reflection I at last determined to take advice, and, perhaps, do better,—in other words, becoming more or less what was known as "a dig," I thought to go in for rank. With this highly commendable end in view I had recourse to a prominent college official. An elderly man and a remote connection of mine, he was famed for shrewdness and practical good sense. Knowing my family well, he knew me a little. Very clearly do I recall that interview,—the room, the face, the words that passed. I came for counsel; my reception was kindly. I put the case, and asked for advice. I purposed to be more studious than I had been; what suggestion had the guide, philosopher and friend to offer? "Well, Adams," came forth the slow response in friendly tone, "you are just about the

middle of the class, and you stand quite high in one department; placed as you are, I wouldn't bother much about rank in a general way. If you retain your position in that course, it will put you at graduation in the first half of the class; and that's all you want!" That single word of counsel from that quarter proved in my case conclusive. All further thought of application was dismissed; and, thereafter, I abandoned myself implicitly to the lines of least resistance.

The experience was, I believe, typical. So far as influence on the individual, as between instructor and student,—master and disciple in theory,—so far, I say, as this great factor in all high education was concerned, our college system was outgrown and wrong then, I know; my observation tells me it has in this respect been going steadily from bad to worse ever since. What was the system then? What is it now? The college or academic period,—the years between seventeen and twenty-one, in 1850, as between eighteen and twenty-two, in 1900,—this period between school and profession is distinctly formative; during it the average human nature is in its most plastic state, and peculiarly subject to influence, good or bad. Under our American college system what is done for our youth during that period? Fifty years ago the boy was taken from school at seventeen, and sent to Harvard. Up to that time of great change he had lived at home, subject to what is known as home influence, certainly to home supervision, and he had attended school. The discipline was constant and rigid; the instructor knew every boy in the class; every boy was, so to speak, "sized," and his place assigned to him both in the estimation of others and in his own. He was then suddenly projected into a new life; and, thereafter, left absolutely to form himself. All external individual direction was removed. The impress of the elder and riper mind upon the younger and less mature was absent. Not even an effort was made to supply the want. The idea of such a want on one side or function on the other found no place.

For purposes of contrast, let me cite a case. A number of years ago I had occasion to prepare a memoir of the younger Richard Henry Dana, the author of "Two years before the mast." A noticeable man in almost every way, in some respects Mr. Dana was gifted

with genius. In the course of his student life at Harvard he had, quite unconsciously, occasion to illustrate by his experience the deficiency of the system just referred to. It was in 1831, when the classes at Harvard, averaging some sixty in number, had not yet swollen to the point that did away with individuality. Entering college at the age of sixteen, as the result of one of those extremely ridiculous rebellions which distinguished the Quincy presidency young Dana had the great good fortune to be rusticated for a term. Of an impressionable nature, he passed his months of enforced absence from Cambridge at Andover studying with the Rev. Leonard Woods, subsequently president of Bowdoin College. Thereafter Mr. Dana always accounted that silly college rebellion, and the rustication consequent thereon,—the being sent away from Cambridge in disgrace,—as one of the fortunate incidents of life, bringing him as it did for months at a most receptive age in close moral and intellectual contact with a really superior man. President Woods was then but four and twenty years of age, and a resident licentiate of the Andover Theological Seminary. Long afterwards, Dana wrote of his preceptor that he was “an indefatigable and enthusiastic student, with a heart full of noble and kind sentiments, with a manner which won the confidence and love of all, with remarkable purity of spirit, free from prejudice, opinionativeness and exclusiveness.” Here was a truly suggestive experience, conspicuously absent from Harvard possibilities whether of that period or of this.

Conditions in this respect have, as I have said, not improved with time; though greatly changed they have, on the contrary, in some respects, grown distinctly worse. Recognizing the facts of the situation and the consequent need, efforts at reform have, I am well aware, been from time to time attempted. Advisers of undergraduates have been provided; a system of assistants coming into more immediate contact with the students has been developed. The special and advanced courses have also been vastly multiplied; and the students who take these courses are necessarily, so far as the particular course is concerned, brought in immediate contact with the professor. All this goes without saying. But I am not now discussing individual cases or special courses; my reference is to

the general situation,—the average student and the standard course. Taking then the run of the undergraduates of the present time as I have met them in my own family or in the offspring of my classmates and friends, my impression is distinct that these attempts at an adaptation of the old garment to the new body have been distinctly of the patchwork order; and, consequently, tend to supply a fresh illustration only of the truth of that scriptural adage, which, in the revised version, reads thus—"And no man putteth a piece of undressed cloth upon an old garment; for that which should fill it up taketh from the garment, and a worse rent is made." In other words, the gulf which divides the usual college instructor from the average undergraduate is even more impassable in 1906 than it was in 1854. That there should now be less objective study of the individual,—his aptitudes, his deficiencies and his requirements,—than there was then would scarcely be possible; for then there was none at all: but now, the increase of the student body has been such that, in case of the mass, what opportunity at all is there for it? * The class is broken up, and the course substituted. The lecture has taken the place of the recitation. Except in certain advanced or limited courses and with individual students following a specialty, the periodical examination paper is the nearest approach to personal contact. The average undergraduate is merely one unit in an impersonal mob. Of the elective system I purpose to speak presently; in this connection it is merely necessary to say that, as now in use, it plays into the general scheme, rounding out its imperfections. It supplements its deficiencies. What is the result?

* An intelligent movement to make good this great, and growing, deficiency has recently been inaugurated at Princeton by President Woodrow Wilson. It has been briefly described, and discussed, in *Harper's Weekly* and the *Outlook*, both of June 24, 1905, in the *Independent* of August 3, 1905, and in the *Boston Transcript* of May 5 and June 21, 1906; but no detailed description of it has appeared, nor has the system yet been sufficiently long in operation to be finally pronounced a success, or otherwise. It has for its accomplishment the real instruction of the average undergraduate. Briefly stated, it is this: "The dividing up of the students into little coteries, each one of which is under the direct care of a preceptor. And these preceptors are not men who graduated last year and have been appointed instructors; they are rather specialists who have passed through the experiences of perhaps ten years out of college, and are competent to weigh the value of authorities with a mature judgment."

Take the average boy of today,—my son or yours,—consider the college career open to him. He is now apt to go to Cambridge or New Haven not from home influences, but from the preparatory school,—the academy. So far, my observation leads me to believe the tendency to change has been distinctly beneficial. The streets of our modern cities are not edifying as the place for resort of boys during the play hours, nor has home supervision tended to become more rigid or even wiser as the years have passed. The equalizing influence of the preparatory school is good; and it is good just to the degree in which supervision is constant, and discipline wise in strictness. The contact between master and pupil is homelike and healthful; the immature and the more mature rub against each other. The attrition is unavoidable; its effects unconscious.

And the boy suddenly goes to college! What greater change can be imagined? From an existence subject to unceasing supervision he passes to one of extreme freedom; from daily contact with the more mature he becomes a lecture-room unit; from a system of studies carefully prescribed, he is invited to take his choice from a bewildering assortment of electives; in place of an intelligent guidance he is thrown roughly back on his own untutored judgment. Such a system I hold to be radically wrong. An outgrowth of something suitable enough for an earlier and a simpler period, it is in no way adapted to modern conditions. Released from the preparatory school the boy is turned out, and left, so to speak, to browse around at his own sweet will; and this too at a period when his judgment is most immature, when he least understands himself or knows the world, when all the hard lessons of life are yet to be learned.

Nor, according to my observation, does the small institution,—the back-woods academy and the fresh-water college,—offer a desirable alternative. Distinctly it does not solve the problem; quite the reverse, it complicates it. If the young man is to live in the city, is it quite wise to bring him up in the country's sweet seclusion? Moreover, the small college of today is larger than the Harvard of fifty years ago, and the same outgrown system is there in vogue. The possibilities of instruction are not so great; the educational

contact of man on man among equals is less; and the great traditions and associations, so immensely valuable and appreciated in later life, are, comparatively speaking, absent. I may criticize the Harvard College of fifty years ago; I may point out its present short-comings; but, none the less, a very solid satisfaction exists for me in the consciousness that I am a Harvard man. There is a good deal in the tower-stamp. I dare say in Great Britain there are very excellent educational institutions at Manchester or at Paisley; none the less I should much prefer being an Oxonian or a Cantab. So with us.

I have set forth what was, and suggested what is. In place of either, the ideal college organization is not difficult to outline; but, besides a decided lack of faith in ideals, I recognize fully the practical obstacles in the way of attaining their fulfilment. In the case of Harvard, none the less, I would, were it in my power, discontinue absolutely, and wholly break up, the traditional academic system. Harvard College, save in name and continuity, should cease to exist. In place of it I would have a group of colleges, all independent, at the head of each of which should be a master,—if you like a president. Those colleges should be so limited in size that individuality would be not only possible but a necessary part of the system. The master should know every student. Instructors and students should constitute a large household under several roofs and with common grounds,—independence and individuality under suitable restrictions should be the underlying motive. The university with its elaborate machinery of instruction would then come into play to supplement college instruction. The university professors would teach; and the students of each college, under the supervision and by the advice of the master of the college, would select their courses. The system of general university electives would be combined with prescribed home courses in each individual college. The master would give tone and character to his college, and to each individual student in it. The final degree, bearing the name and seal of Harvard, would be conferred as the result of examinations in common, all the colleges competing.

Such is my ideal of a system to replace the present and traditional system, and make good its glaring deficiencies. The ob-

stacles in the way of its realization, however, loom large. Harvard is a growth,—a growth of close upon three centuries. Its halls, its grounds, its location, its endowments, its organization, and, more and most of all, its traditions, are obstacles well nigh insurmountable. The additional cost also of such a system as that outlined, though it would vary according to colleges, would, at lowest, be comparatively large. Each college would, it is true, establish its own tuition fee, as secondary schools now do, and thereby a great present defect would be removed; for Harvard now has one fee for all,—rich or poor,—a most inequitable equality. Under an independent college system, at once elastic and individual, but culminating in a common and uniform result, anything and everything might be anticipated—the endowed and free college, the college with scholarships, the college of moderate cost, or, finally, the college of millionaires. All, however, would be subject to the supervision of the board of overseers, acting as the Grand Inquest of the university, and all would be judged by the common test, the conferring of the university degree.

I have referred to the course of studies to be pursued in the ideal college,—the prescribed courses and the electives. All would be under the immediate advice and impulse of the master, necessarily of more mature judgment, acting on personal knowledge of the individual student,—his aptitudes, his deficiencies and his environment; and this naturally brings me to the remaining, and much the more important part of my theme. I refer to the elective system, so-called, in its present stage of development and application, so far at least as Harvard is concerned. And here I may as well at once blurt out a confession of faith. Briefly, speaking from personal experience of which I know, and from observation both long and patient, I have come to regard the elective system in its present form of development as an educational fad, and a very mischievous one. As such, I do not believe in it; nor have I any faith in its outcome until, as an educational process, it has been reconsidered and placed on a new basis, radically different from that now in use. I am quite well aware such a conclusion as that just expressed is at present hardly conceivable among educators, at least those in my immediate environment. It is in their eyes much as if doubt were

expressed of the Copernican system, or the multiplication table were challenged; all the same, I doubt, and I challenge. I am here also to set forth the reason for the faith, or lack of faith, that is in me.

Let me, in the first place, clearly define my position; for, though misrepresentation is of course, I do not want to be misunderstood unless intentionally. I have said that I am a disbeliever in the elective system, so-called, as at present developed and applied; and I may add I am no more a believer in it as developed and applied fifty years ago. In the fundamental idea of an elective system, that of individuality and the cultivation of aptitudes, I have firm faith; but that idea finds poor expression through the system now in use, an expression in my judgment crude, ill-considered, thoroughly unscientific, and extremely mischievous. And now, speaking again from experience and observation, in what I have to say I must make even more frequent use than heretofore of the personal pronoun.

My understanding of the argument in favor of the elective system, both in its earlier form of fifty years back and its more fully developed phase at present, is that, recognizing individuality, it gives scope and play to aptitude. The field of human knowledge has also been of recent years vastly extended, and its products so diversified and again differentiated, that a smaller and yet smaller portion only can be covered even by the most ambitious intellect, and, hence, selection is necessary. So, fifty years ago, and in yet greater degree now, the youth of eighteen was let loose in this vast and diversified pasture ground, and told to make his selection, consulting his aptitudes. The system thus presupposes that the average youth of eighteen, fresh from school, has defined aptitudes, and not only understands himself, but can be depended on to select judiciously. I may have thought so once; but I was very young. I am older now, and I make bold, as the result both of experience, and somewhat bitter experience, and of observation, and somewhat extended observation, to challenge both premises and conclusion.

In the first place, I wholly deny that the average youth of eighteen has any well-defined or clearly developed aptitudes; or, having them, that he is at that age well qualified, or, indeed, in any sufficient degree qualified, to judge of them, or of the training most calculated to their more perfect development. I distinctly and most

definitely know, and now sadly recognize the fact, that it was not so in my case; it was not so in the case of any of my brothers or of my sons; it has not been so in the case of any single person who has chanced to come within my range of close observation. That I, and that every one of those I have thus referred to, had a certain degree of individuality, and could do some things far more readily than I, or they, could do other things, goes without saying; but that the average youth of eighteen has distinctly defined aptitudes, or any clear apprehension of how his faculties as a whole should be brought into play and trained to the proper development of those aptitudes, I know positively to have been the reverse of correct in my own case, and I have, moreover, never known a case in which it was correct. That the elective idea was an improvement, and a great advance on the educational Procrustes-bed system which preceded it, I do not for a moment deny. On the contrary, I fully and unreservedly concede it. But, in itself, as yet developed, and as a final result, I find myself compelled to repeat I regard it as crude, ill-considered, thoroughly unscientific and extremely mischievous. It recognizes only liberty; and liberty, though much, is not all. Like most other things liberty is liable to abuse as well as misapplication; and anything, sunlight even, taken in excess is poison. But on this head I believe Madame Roland made long ago a pregnant and familiar observation at a, for her, highly emotional moment.

Recurring to the general problem:—the old Procrustean system of college education was based on the assumption that certain things went to make up what was, and for that matter still is, conventionally known as a man of liberal education. All men, moreover, were assumed to be alike. What experience had shown was good for most was good for all and for each. The educated man, so-called, must know certain things, or at least have a smattering knowledge thereof. They were always the same things. The only conception of a mental training was confined to a thorough grounding in what were known as the "humanities." This system was traditional; and it was accepted as final in university circles until a time almost within the memory of men now living. It was first broken into at Harvard during the presidency of Josiah

Quincy, and his remark when a chair of physics was then suggested has become a Harvard classic. "Throw physic to the dogs," the old president exclaimed. Whether through accent and intonation in this case the word "dogs" was intended to designate the student body, or whether in a general way Mr. Quincy merely relieved himself of an apt Shaksperian quotation, does not appear. Nevertheless, the system was, and by tradition had always been, one of strictly prescribed studies, uniform in character and application. Once released, and in motion, the pendulum swung far back. In fact, it swung to the other extreme. The cry was liberty, aptitude, individualism.

Originally, and distinctly so in my time, the conception of a university, or liberal, education was that the baccalaureate had at least a rudimentary insight into a great many branches of useful knowledge,—for example, the classic tongues, history, physics, metaphysics, philosophy, mathematics,—including arithmetic, algebra and geometry,—logic, astronomy, political economy, the use of the spheres, etc., etc., etc. These studies were not much regarded from the mental gymnastic, or training, point of view; but, like silver dollars in the pocket, they were good things to have in the head and memory. A little knowledge of chemistry or algebra might come in handily some day; almost as much so as an apt classical quotation. More recently this midcentury practice has given way to the specialist theory now in vogue.

I find myself as much dissatisfied with the new as I was with the old. Neither squares at all with my experience or my observation. What have I to propose as a substitute for that which exists, and which I thus unsparingly condemn? Something, I unquestionably have, like Touchstone's Audrey, perhaps, "a poor virgin, sir, an ill-favored thing, sir, but mine own; a poor humor of mine, sir, to take that no man else will." But, before propounding a system it is necessary to agree on first principles. To begin with it is essential to define a college education,—that is, an education which prepares for life's specialty or calling. It is, I contend, purely a training of the mental powers,—the suppling and development of the intellectual muscles and sinews,—the proportioning of the faculties. So far I imagine, there will be a general concur-

rence; no paradox has yet been enunciated. But both my observation of others and my self-experience next tell me that all the faculties, as seen in every human mind I have had occasion to study, group themselves under three distinct heads, first, and highest, the imaginative, second, the reasoning, and, third, the observing. There is no attribute of the mind, so far as I know, which will not find its proper place in one or another of these groups, and be subject to its laws. The imaginative includes, of course, the literary and the artistic; the reasoning, logic, mathematics, and cause and effect; the observing, all outward manifestations of matter and inward of mind, the subjective as well as the objective. Every man's aptitudes lie in one or other, or possibly all three of these directions; if in all three he is apt to be afflicted with what is commonly known as a fatal facility. If exclusively in one, he has a manifest call,—he is then known as a poet, astronomer, naturalist,—Shakspere, of imagination all compact; Newton, who, as Lord Erskine tells us, "carried the line and rule to the uttermost barriers of creation, and explained the principle by which all created matter exists and is held together"; Darwin, who, through observation, rewrote Genesis.

The educated man,—what we colloquially call the all-round educated man,—is next to be defined. An educated man is, I take it, one in whom the imaginative faculties, the reasoning faculties and the observing faculties have all been properly and adequately developed,—developed to such a degree that each becomes a usable tool for accomplishing the work in hand to do. The imaginative man should be trained to reason and observe, to a degree. The reasoning man, devoid of imagination and unable to observe, becomes, whether in religion, in politics, or in philosophy notoriously a pit-fall. On the other hand, the observing man finds himself at fault unless he can imagine and reason. No man, moreover, is fit to be called educated unless in him each group of faculties has been suppld and trained. Newton, for instance, observed an apple drop; he fell back on his imagination; his mathematics did the rest.

Judged by this test, who of us can claim to be an educated man,—a well-developed mental athlete? Let each recall his own experience. Mine can be very briefly told. When I went to Har-

vard, what did I,—a boy of seventeen, fresh from a school-desk,—know of my own aptitudes and limitations? What even glimmering perception had I of that mental training of which I stood in most crying need? Now, too late, I realize that I had not the slightest either of knowledge or of perception. I know that in my case, as in the case of every man I ever met, the education I most sorely needed was of those faculties in which I was most deficient. For example, I suppose tomorrow, as often before, I shall find myself accused, possibly convicted, of much of what the critics are pleased to call "loose thinking" in this address. As a general rule I have noticed the term is a convenient one, used to describe any thinking or result of thought in which the person criticizing fails to sympathize; but, assuming in the present case its truth, what does it imply? Simply that, as respects the reasoning faculties, my early education was neglected, a natural deficiency was not, to some extent at least, made good. And this was indeed the case. But the deficiency is, I submit, to be laid at the door of the college elective system. I had no aptitude for mathematics,—for close reasoning in any form. I got rid of them under the Harvard elective system at the earliest moment possible. Like the others, I followed the line of least resistance,—my inclination to avoid labor in thought. We all did it then; they all do it now. It is the natural, as well as logical, outcome of the college elective system as at present in vogue. I have ever since been laboring to make good that lack of early training.

In my case what took its place in college? I browsed about, sampling this, that, and the other. I gave up the classics; I got rid of mathematics; and I have since learned that, educationally, the thing of all things I needed for my subsequent good, was a severe and continued training in mathematics and in Greek. I now devoutly wish I had never been allowed a choice. Whether I liked it or not, I should have been trained to reason closely; I should have been thoroughly grounded in literature.

As to the observing faculties, in my college days their existence was unrecognized. In the "Life of Charles Darwin," written by his son, there are some curious passages, throwing a vivid gleam of light on the educationalist and university point of view as it

then existed here as well as in Great Britain. The son writes: "It is curious that my father often spoke of his Cambridge life as if it had been so much time wasted, forgetting that, although the set studies of the place were barren enough for him, he yet gained in the highest degree the best advantages of a university life,—the contact with men and an opportunity for his mind to grow vigorously." The reason the father thus looked upon his university life as "so much time wasted" is explained earlier, when he says, in his autobiography, speaking of his boyhood, "Nothing could have been worse for the development of my mind than Dr. Butler's school (at Shrewsbury), as it was strictly classical, nothing else being taught, except a little ancient geography and history. The school as a means of education to me was simply a blank. Looking back as well as I can at my character during my school life, the only qualities which at this period promised well for the future, were, that I had strong and diversified tastes, much zeal for whatever interested me, and a keen pleasure in understanding any complex subject or thing." Towards the close of his school life, Darwin got hold of some books on chemistry, and being naturally of an observing turn of mind, he says they interested him greatly. He adds:—"This was the best part of my education at school, for it showed me practically the meaning of experimental science. The fact that we worked at chemistry somehow got known at school, and as it was an unprecedented fact, I was nicknamed 'Gas.' I was also once publicly rebuked by the head-master, Dr. Butler, for thus wasting my time on such useless subjects; and he called me very unjustly a *poco curante*." Transferred from Dr. Butler's school to Edinburgh University, and then to Cambridge, he says:

During the three years which I spent at Cambridge my time was wasted, as far as the academical studies were concerned, as completely as at Edinburgh and at school. I attempted mathematics. The work was repugnant to me, chiefly from my not being able to see any meaning in the early steps in algebra. This impatience was very foolish, and in after years I have deeply regretted that I did not proceed far enough at least to understand

something of the great leading principles of mathematics, for men thus endowed seem to have an extra sense. But I do not believe that I should ever have succeeded beyond a very low grade. With respect to classics I did nothing except attend a few compulsory college lectures, and the attendance was almost nominal. Although, as we shall presently see, there were some redeeming features in my life at Cambridge, my time was sadly wasted there, and worse than wasted.

Thus totally disqualified in the student period for the wise selection of his own college electives was one of the most remarkable minds England in all its long history has ever produced. Naturally, Darwin was above all an observer. For this branch of training the university, as then developed, furnished no opportunities. No provision was made for it; nor was the want considered worth supplying. It did not come within the sphere of university work as then understood. What his mind needed, however, was a thorough discipline in mathematics and in the classics. His imaginative powers were defective. So defective that, looking back at the age of sixty-seven, he wrote, "Later in life I wholly lost, to my great regret, all pleasure from poetry of any kind, including Shakspeare." Incomparable as an observer, what Darwin's mind called for, as he himself later noted, was literary development and mathematical training. But my immediate point is that, if Charles Darwin was, in his university days, quite unqualified to settle for himself the instruction he most needed to develop his faculties, what can be said in favor of the free elective system when applied to the average youth? Clearly, it is not calculated for the production of the well and symmetrically proportioned mind, with every faculty supplied and made available. Its logical tendency would be towards a slipshod and slovenly mode of thought in the average man, with exceptional instances either partially developed or developed abnormally.

Recurring once more to myself and my own experience, I have already told of the advice I received during my college course; let me now add with perfect confidence that the course pursued by me, acting on my own unaided volition, was as wrong and as mischiev-

ous, so far as my future was concerned, as it well could have been. On the other hand, it must be admitted that in those days advice on this subject was not within the student's reach, or the college purview. Indeed, I can now easily picture to myself the outcome of a student's interview with a typical professor of that period had the latter been consulted as to a course best calculated to train the observing faculties. At first there would have been a bewilderment; the professorial mind must have been allowed time to work over the possible connection of the habit of observing with any recognized conception of college training. Then the light would have dawned in the oracle's eyes, suffusing his face with intelligence, as he remarked,—“Oh, yes!—Development of observing faculties; I see! I should by all means recommend a thorough grounding in the Greek and Latin grammars. Nothing like it to make boys construe correctly;—and what is that but correct observation?”

But, on this subject, a very popular writer, Mr. A. Conan Doyle, has something to say in the instructive, as well as entertaining volume known as “The adventures of Sherlock Holmes.” The amateur detective there critically remarks to his friend: “You see, but you do not observe. For example you have frequently seen the steps which lead up from the hall to this room.

“Frequently.

“How often?

“Well, some hundreds of times.

“Then how many are there?

“How many? I don't know.

“Quite so! You have not observed. And yet you have seen. That is just my point. Now, I know that there are just seventeen steps, because I have both seen and observed.” I have already alluded to the familiar case of Newton and the apple; the great mathematician observed, where the college professor would only have seen a far from unusual occurrence. There is a like illustration of the difference in an anecdote I have heard, probably false, of Jenner in connection with his discovery of vaccination. It is said he was looking for a nurse to care for a patient suffering from a well-developed case of small-pox. A milkmaid offered her ser-

vices. The physician put the usual question, "Have you had the small-pox?" "No," answered the woman, "but I've had the cow-pox." The practical fact that having had the cow-pox rendered one immune to the small-pox was well known to every milkmaid, but not until an exceptionally intelligent physician was, so to speak, clubbed over the head with this reply did it dawn on any one that by giving a person the cow-pox you might preserve him or her from the small-pox.

It is simply amazing to note the extent to which, liberally educated through generations, having eyes we see, and yet fail to observe. Problems of greatest moment when once solved obvious of solution, thus remain unsolved even by those most thoroughly grounded in the humanities. Could a more striking instance be imagined than that of the mosquito? Immemorially we have gone on staggering under the burden of malaria and the terror of yellow fever; and, all the time, we have persisted in regarding the mosquito as an annoying and irritating but quite harmless insect of the order *Diptera*, against the bite of which hardly any precaution was taken. Recently the trained observer has turned his attention upon the buzzing torment the inobservant naturalist had carefully classified, and we slowly awoke to the fact that the serpent kingdom, combined with that of beasts of prey together, are, so far as the human race is concerned, comparatively speaking innocuous. The mosquito is more to be feared by man than the whole reptile creation.

Thus the work of the trained observer is of infinite importance in every branch of research. That the habit of careful observation can be educated is obvious; that it should be imparted early few will be disposed to deny; that even now it is recognized, except incidentally, in any college curriculum nobody pretends. Yet it is at the very foundation of every course in natural science, and, for that matter, of every course in social and applied science also. At Harvard they for two centuries lived and moved contentedly with implicit faith in the truth and finality of the Mosaic cosmogony; at last men came along who, in spite of their college training, observed as well as saw, and like the baseless fabric of a vision, the faith of centuries melted away. Confronted by really observing eyes, it

proved an insubstantial pageant. It was merely Sherlock Holmes's query in another form. Generation after generation those learned professors had walked the familiar streets of Cambridge and contemplated the everlasting hills of Arlington,—all God's handiwork; and, until Agassiz enlightened them, the significance of yonder boulder in the field, or those scratches on the stones by the wayside, or those layers of clay and gravel in the cutting, quite escaped their purblind gaze. Harvard taught the humanities and theology; the intelligent use of the eyes was beneath its dignity, and none of its affair.

But the whole issue centers just there. What is its affair? So far as I have been able to ascertain through twenty-five years of the discussions of the Harvard board of which I have been a member, the authorities are as wide apart on that subject now as ever they were. There is no agreement; no united effort to a given end. Some still contend—I have heard them in debate,—that the true end and aim of the college should be to send young men out into the world with their heads packed like valises with a choice assortment of odds-and-ends,—some of the humanities, a smattering of Greek and Latin of course, a fair supply of mathematics, samples of natural science, a specimen or two of the world's stock of history and so-called philosophies, with a superficial familiarity with the masterpieces of literature. The young man whose brain and memory are thus loaded is, according to their view, well equipped. By him the college has done its whole duty. Next comes the proponent of the athletic dispensation. Do the authorities give proper attention to the intercollegiate contests? Class standing is all very well; but who is captain of the crew, or the football team, or the baseball nine? The great fear is lest the university "get left" on the river, the gridiron, or the diamond. When the prophet of the gymnasium subsides, the utilitarian takes the floor. His idea is that Harvard devotes altogether too much of the student's time to studies of no practical use in the life that now is. The up-to-date college training should, he insists, have more of business, or common-sense, character,—the humanities should be relegated to the background, and good, plain, bread-winning ends held steadily

in view,—all else is what this philosophy of life somewhat contemptuously designates as “mere culture.” A grade higher up is the advocate of specialism. Impressed with the immensity and diversity of knowledge, he sets it down as the function of the ideal college to prepare men to do that work for which they feel an aptitude, and to do nothing else. To that work they should be trained from the kindergarten; and, so far as direction is concerned, the college should stand aside, and content itself by aiding them in every way as they thus work out their inwardly inspired destinies.

From all of these views of the proper college end and aim I dissent. My own belief is that the college is simply an intellectual training-school,—a mental gymnasium; no more and no less. As it is the function of the physical gymnasium to turn out the athlete with no muscle developed at the expense of any other,—everything, back, shoulders, arms, legs, lungs and heart in perfect proportion; so should it be the function of the college to turn out the student thoroughly trained in the use of his several faculties, and supplied in all brain action. The end in view is not acquired knowledge, but the control of every faculty for the quick acquisition of knowledge.

With this definition in mind, let me close by picturing the ideal college of the future as, nearing the end, I see it. It is something very different from what I know by experience was; or from what my observation tells me is. It is what, as I see it now, I required, but did not get; it is what my observation leads me confidently to believe those of the coming generation with whom I chance to be in contact ought to have.

Fifty-four years ago, when the class of 1856 entered Harvard, the college,—and, be it remembered always it is the college, the undergraduate department alone, we are considering,—the college, as I have already said, in 1852, reported three hundred and twenty students,—four classes, averaging exactly eighty members each. It was what would now be considered a small college,—for, one and all, Williams, Tufts, Amherst, Bowdoin and Dartmouth average one hundred and fifty members to every class. Each of them is larger than Harvard then was. Harvard, accordingly, in 1850 was

of just the proper size to allow in theory of close personal touch between instructor and student. Every one, professor or student,—teacher or taught,—connected with the institution was supposedly individual. What in my own case that touch amounted to I have sufficiently set forth. A more complete separation of the mature from the immature could hardly have existed. But assuming that eighty is the proper limit of a college,—that number of students a competent master can familiarize himself with personally and individually influence, mind acting on mind,—in that case Harvard then would have numbered four separate colleges,—we will say Holworthy, Stoughton, Hollis and Holden, each with its own directing head and mind,—president, dean, chancellor, master, however he might have been designated. Now, there would be some twenty or more such colleges. Presumably each college would have its specialty,—that line of instruction and electives to which its master most inclined,—classics, mathematics, history, physics, philosophy, and so on. Selecting his college as he inclined in his studies or for traditional reasons, the incoming student would on its books inscribe his name. Passing his admittance examination at the preparatory school at Andover, or Exeter, or Concord, or Groton, selecting perhaps the college more especially devoted to the classics, at the proper time he would present himself to, we will say, the master of Holworthy. Like a young horse going from the training field to the racing stables, a record of pedigree and performances would have preceded him, and be in the hands of the master. Then, face to face, the two would proceed to “size” each other. The result would be a program of study reaching forward through the entire college course,—studies prescribed and elective, only to be changed with the consent and upon the advice of the master. Had such a system been in use during the mid-decenniums of the last century, I now know well enough what my college course ought to have been,—what it might have been had I been blessed with guidance, wise or kindly; something, I everlastingly regret to say, wholly different from what it was. Grouping the faculties, and giving due emphasis to aptitudes and inclination, to the account of the imaginative qualities would have been assigned Greek, German and English, all to be followed up systematically, consecutively and

persistently from the day of entrance to that of graduation. To this I would readily have assented. Not so when it next came to providing for the suppling and developing of my reasoning faculties. For that, a continuous course in mathematics was necessary; and, even now, I can hear myself vigorously protesting, earnestly pleading against it. I hated mathematics. I had no aptitude for figures or demonstrations; I never could attain any considerable degree of algebraic or geometric proficiency. Then would have come in the counsel of the maturer mind. "Young man," the master would have said, "you have now given a conclusive reason for the selection of that study as an elective in your particular case. Your mind calls for just that discipline. Loose, easy thinking is your besetting weakness. Mentally, you are active-minded! also slovenly. Above all else you must accustom yourself to following out a train of thought, at once exact and sustained, to a given result." And, so saying, he would have simply uttered truth. I know it now. Accordingly, mathematics, diversified possibly by logic, would in my case have been prescribed for the entire college course,—from its A to its Z. Next, provision would have been made for the observing faculty; and, again, having eyes I saw, and ever since have seen, at best but imperfectly. I stood in great need of a severe training in observation,—courses in chemistry, geology, botany and forestry should have been provided. I should have been compelled to take note. And thus my college course would have been mapped out for me on scientific considerations from my own commencement to my college commencement. Would that it might so have been!

But possibly, or more probably as matter of certainty, it will be said that, for an educated man, such a course as that outlined would be strangely defective. Where, for instance, is history and political economy? Where physics, metaphysics and moral philosophy? The idea of calling a man educated who knows nothing of these branches of knowledge! Even so! But, trained to reason and observe, with each faculty developed as a tool to the hand of the artisan, no longer an apprentice, for what branch of research would I not have been equipped? To him who can imagine, reason, observe, and express himself, all knowledge becomes an open book.

For him who graduated half a century ago, the game is now either won to a degree or irretrievably lost. But, reviewing his record, he is apt to see with great distinctness the nature of the game, and wherein his play was defective, wherein correct. For myself, thus retrospecting, I am constrained to say that, as a training-place for the game in which I was to take a hand, the colleges of the period,—and Harvard stood first among them,—viewed as mental gymnasiums, were ill-adapted to existing conditions, unsympathetic and, as respects organization, already distinctly outgrown. In the matter of intellectual training, it was a period of transition,—the system of prescribed studies was yielding to a theory of electives. So far as it had then been developed and applied, the new system proved in my experience a delusion, a pitfall and a snare. My observation, as I said in the beginning, leads me to apprehend that conditions in these respects, when taken as a whole, have not since changed for the better. The old organization yet lingers along; the implicit belief in the pursuit of aptitudes on lines of least resistance is in fullest vogue. Could I, on the contrary, have my way I would now break our traditional academic system into fragments, as something which had long since done its work, and is now quite outgrown; and I would somehow get back to the close contact of mind upon mind. I would to a large extent do away with this arms-length lecture-room education for the college period. I would develop an elective system based on scientific principles, and the study of the individual; properly regulated, it should be intelligently applied. I would prescribe one of the classic tongues, Greek or Latin, as a compulsory study to the day of graduation, the one royal road to a knowledge of all that is finest in letters and in art. I would force every student to reason closely all through his college days; while no man not trained to observe, and equal to tests in observation, should receive a degree. Beyond this I would let the student elect. He might follow his aptitudes.

Having thus spoken, I submit what is said as a species of *apologia pro vita mea*. My generation was never properly trained; like our contemporaneous Topsy, "we just grewed."

CHARLES FRANCIS ADAMS

COMMENCEMENT DAY, 1906*

THE one hundred and fifty-second year of Columbia College and the eleventh in which the institution has borne the name of University, closed with the Commencement exercises held on Wednesday, June 13. The candidates for degrees, the officers of instruction and administration, the guests of the University, the trustees of the affiliated corporations, the University Council, the candidates for honorary degrees, and the trustees of the University assembled as usual in the Library and marched to the Gymnasium in the order indicated. Mr. D. D. Muir, Jr., president of the senior Science class, acted as grand marshal. The candidates for the degree of bachelor of arts from Columbia College headed the procession.

After a prayer led by the acting-chaplain, the Rev. Dr. Van De Water, President Butler addressed the candidates for degrees as follows:

For the American of ambition and education who would use his powers to best advantage in the service of his country and of humanity, there is no book of instruction equal in value to the life of Abraham Lincoln. That life tells the story of a noble soul nurtured from humblest beginnings by severe self-discipline, by contact with men, by constant occupation with large human interests and with lofty thoughts; a soul endowed with "a patience like that of nature, which in its vast and fruitful activity knows neither haste nor rest." Tested and tried as never ruler was before, distraught with conflicting counsel and urged hither and yon by every powerful influence, Lincoln's nature never lost its poise nor his judgment its clear-sighted sanity. He saved a nation because he remained tranquil amid angry seas.

This great company of graduates goes out from the University into the active work of the world at a particularly important and critical time. Unless all signs fail we are entering upon a period

* The Baccalaureate Sermon, on "The forces of civilization," was delivered in the Gymnasium on June 10 by the Rev. S. Parkes Cadman, D.D., pastor of the Central Congregational Church, Brooklyn, who chose for his text the second epistle to Timothy, i, 7: "For God gave us not a spirit of fearfulness, but of power and love and discipline."

of social and economic, perhaps even of political, reconstruction. A spirit of unrest is abroad, not only in our own land, but in other lands as well. So far as this unrest has an intellectual foundation, it appears to be the conviction that the eighteenth century formulas and axioms upon which our social and political fabric is so largely built, do not work as they were expected to work. So far as this unrest has an economic foundation, it appears to be dissatisfaction with actual and possible rewards for industry. So far as it has a political foundation, it appears to be a perception of easily demonstrated inequalities of power and influence and of an equally easily demonstrated inequality of benefits from governmental policies.

That this unrest has been and is being used by ambitious men for their own selfish ends and for gain by journalistic builders of emotional bonfires is certainly true; but it will not do to dismiss this spirit of unrest with a sneer on that account.

It has passed far beyond the bounds of the dreamers and visionaries, the violent-minded and the naturally destructive. Men accustomed to honest reflection and themselves possessed of property, always the sheet-anchor of conservatism, have come under its influence. Policies that not long ago were dismissed as too extreme for serious discussion are now soberly examined with reference to their immediate practicability. What has brought about this change?

An answer is not far to seek. An increasing number of men have come to distrust the capacity of society as now organized to protect itself against the freebooters who exist in it. An increasing number of men believe and assert that law and justice are powerless before greed and cunning, and they are the more ready to listen to advocacy of any measure or policy, however novel or revolutionary, that promises relief. Their imaginations, too, cannot help being affected by the appalling sight, so often called to our attention of late, of that moral morgue wherein are exposed the shrivelled souls and ruined reputations of those who have lost in the never-ending struggle between selfishness and service that goes on in the human breast.

Where amid all this shall the university graduate throw his influence?

The first duty of the trained and educated mind when it faces conditions such as these and must take a definite and responsible attitude toward them, is not to lose its balance, its poise, its self-control. It is worth while to look back at the majestic figure of Lincoln, crowned now with immortality's laurel, tranquil amid far angrier seas than ours.

Not much is to be gained by passionate denunciation of principles and men, if there is no clear perception of where the difficulty lies and of what it is that is to be remedied. A first step, then, is an analysis of the conditions complained of and their genesis. I lay particular emphasis upon their genesis, for most rebuilders of society are singularly neglectful of history. Their lip-service of evolution does not often carry them to the point of considering our present institutions,—social, economic, political,—as themselves evolved, and, therefore, as having the weight of years and human experience behind them.

Looking back over a thousand years or more, it is plain that civilized man has travelled far. An examination of his progress will show, I think, that it rests mainly upon three principles, gradually evolved and erected into institutions: civil and industrial liberty, private property, and the inviolability of contract. Upon these as a corner-stone rests what we know today as civilized human society. That our society has its evils, terrible and dangerous, cannot be denied. That greed for gain holds an appalling number of men in its grasp and that the moral tone of large business undertakings is painfully low, are only too evident. But it is quite too rash a conclusion to infer that society must be destroyed and its corner-stone displaced, before those evils can be remedied. It may be true,—and I think it is,—that the difficulty is not so much with the tried and tested principles upon which society rests, as with the honesty and intelligence with which those principles are worked. The abounding prosperity of our country with its untold opportunities for material success, the loosening of the hold of some of the old religious and ethical sanctions of conduct, and the weakening of parental control and discipline, have united to place upon American character a burden which in too many instances it has not been able to bear.

It is our own individual characters that are at fault and not the institutions whose upbuilding is the work of the ages. Sound and upright individual human characters will uplift society far more speedily and surely than any constitutional or legislative nostrum or the following of any economic or philosophical will-o'-the-wisp. Unethical acts precede illegal ones, and speedily lead to them. Given an acute perception of the difference between right and wrong, a clear conception of duty, and an appreciation of the solemn obligations of a trust, our social and political system would, perhaps, be found to work equitably and well. Without these traits, no system is workable. Moral regeneration, not political and economic reconstruction, is what we chiefly need.

This view of our present-day problems I press upon you with

all the emphasis at my command. Most of all I ask you to keep your balance and poise in the presence of excitement and turmoil, and to learn well the lesson of him who led men

By his clear-grained human worth,
And brave old wisdom of sincerity—

Abraham Lincoln.

The candidates for the degree of bachelor of arts from Columbia College were presented by Dean Van Amringe; Dean Gill presented the candidates for the same degree from Barnard College; the candidates for the degree of bachelor of laws were presented by Dean Kirchwey; for that of doctor of medicine by Dean Lambert, after the Hippocratic oath had been administered by Professor Curtis; for the technical degrees in the schools of applied science by Acting-Dean Sever; for the degree of bachelor of science in architecture by Acting-Dean Wheeler; for the same degree in education and for the various diplomas of Teachers College by Dean Russell; for the degrees of pharmaceutical chemist and doctor of pharmacy by Dean Rusby; for the degrees of master of arts, master of laws, and doctor of philosophy by Professor William H. Carpenter, secretary of the University Council. The total number of degrees and diplomas awarded in course, excluding 190 degrees (175 graduates in pharmacy and 15 doctors of pharmacy) awarded by the College of Pharmacy, was 1144, and in addition seven honorary degrees were conferred.* As has been usual of late years, each of the several bodies of candidates rose for presentation and remained standing while the degrees were conferred, with the exception of the doctors of philosophy, who were ushered upon the stage.

In introducing the first candidate for an honorary degree, the Reverend William Greenough Thayer, head-master of St. Mark's School, Southboro, Massachusetts, Professor Hamlin said:

Mr. President: The aim of King's College, as set forth by its first President in 1754, was declared to be the training of its pupils "in all virtuous Habits and all such useful Knowledge as may ren-

* Honorary degrees were also conferred during the year upon Baron Jutaro Komura and upon Sergius Iulevitch Witte (Sept. 27, 1905). Complete statistics as to the number of degrees granted during the past six years may be found at the close of this issue.

der them creditable to their Families and Friends, Ornaments to their Country, and useful to the public Weal." One hundred and forty-eight years later, in words that fell from your own lips, this high ideal of education for service was eloquently reaffirmed. Scholarship for service, character growing with knowledge, spiritual leadership linked with intellectual leadership—if this be the meaning of education, then the distinguished American spoke truly, who declared recently that in education was the final hope of salvation for the Republic.

But the University, however highly it may exalt the moral and spiritual content of education, can never alone train a nation for service. That process must begin in the tender and plastic years of adolescence, when early habits are being formed, when enthusiasms are warm and generous, when the contact of a strong personality stamps its deepest impress on the character. The preparatory schools are the pillars on which the superstructure of the higher learning must rest. Those who teach in them hold a sacred office, standing in place of parent and priest to their youthful charges; moulding not merely minds but destinies. Men who in this field rise to the level of their splendid opportunity—these are the men "competent to be the intellectual and spiritual leaders of the nation and competent to train others for leadership," whom you have declared it to be the privilege and duty of the University to gather into its ranks.

It is therefore, Mr. President, a pleasure as well as an honor, to be permitted to present to you such a man—William Greenough Thayer, Bachelor of Divinity, Head Master of St. Mark's School in Southboro, Massachusetts. A graduate of Amherst in the class of 1885, and of the Episcopal Theological Seminary in Cambridge, Massachusetts, in 1888; master of arts in Amherst in the same year, an ordained priest of the Protestant Episcopal Church and for three years a member of the advisory committee of the Diocese of Massachusetts, Mr. Thayer has preferred the schoolroom to the pulpit as the field of his efforts to mould human character to higher ends. For six years a Master in Groton School, he has been for the last twelve years Head Master of St. Mark's. While under his hands this school has marvelously prospered in material things, he has cared for this only as a means to the end for which he has cared the most—that his work might have some influence in making Americans whose ideal is service, and that the Commonwealth may be bettered by their service. And because Columbia delights to honor him who trains young men "in all virtuous Habits and all such useful Knowledge as may render them creditable to their Families and Friends, Ornaments to their Country and useful to the

public Weal," I present to you William Greenough Thayer for the honorary degree of Master of Arts in Columbia University.

President Butler said:

William Greenough Thayer—Devoted, experienced and skillful in the education of boys, I gladly admit you to the degree of Master of Arts in this University, and confer upon you all the rights and privileges that belong thereto, in token whereof I hand you this diploma.

Daniel Giraud Elliot, curator of zoology, Field Columbian Museum, Chicago, Illinois, was presented by Professor Osborn, who said:

Daniel Giraud Elliot, a native of New York and descendant of a New England family which rendered distinguished service in the civil and military life of the colonies. Prepared to enter Columbia University in the class of 1854, prevented by delicate health, entered the university of nature. Since 1858 ardent student, investigator, and publicist, on birds and mammals of different parts of the world. Lover of the birds of the forest, the shore, and the sea, of the somber and hardy north, and of the brilliant plumage of the tropics. Well known for his histories of the ibis, the ant thrush, the grouse, the pheasant, the humming birds, the birds of paradise. Monographer of the Felidæ of the world, and first reviewer of all the mammals of North America. Naturalist, traveler and explorer in North and South America, Asia Minor, Palestine and Africa. One of the founders and first president of the American Ornithological Union. Connected with the beginnings of zoology in the American Museum of Natural History of New York as expert and adviser, and in later years first curator of zoology in the Field Columbian Museum of Chicago, risking his life in exploration for East African mammals, and building up a famous collection. The first zoologist and explorer to discover the forms hidden in the recesses of the Olympic Range. Thus for nearly half a century enriching our knowledge of nature.

President Butler conferred the degree in the following words:

Daniel Giraud Elliot—Persistent and courageous explorer in the interest of science, distinguished naturalist of the school of Cuvier, I gladly admit you to the degree of Doctor of Science in this University, and confer upon you all the rights and privileges that belong thereto, in token whereof I hand you this diploma.

Baron Kanehiro Takaki, Surgeon General (Reserve) of the Japanese Navy, was presented by Professor James, who said:

Within the past few years war has been shorn of one of its greatest horrors. For the first time in history, the principles of modern medicine have been vigorously applied in the field, and we have been shown how the mortality of battle, and of camp life can be wonderfully lessened. This inestimable demonstration has been made by a people but newly risen to a position of prominence among nations, a people that has brought to the solution of this sanitary problem its superb patriotism, its boundless energy, and remarkable courage.

To the achievement of these splendid results no one has contributed more than has one of our distinguished guests of today who has devoted his life to the study of naval and military sanitation, who has been the author of changes that have been of inestimable value to Japan, and who, at our earnest solicitation, has come to us from the far east to lecture to us upon the sanitary problems of armies and navies.

I have the honor to present to you, Mr. President, Surgeon General Baron Kanehiro Takaki of Japan.

President Butler said:

Baron Kanehiro Takaki—Honorary Doctor of Medicine by designation of the Government of Japan, member of the House of Peers on nomination of His Majesty, the Emperor; foremost among those who have shed luster upon their country and gained for her the admiration of the world by demonstrating, in war no less than in peace, the power of science applied to the care and cure of human beings, and the height of efficiency to which a whole nation may be lifted by rigorous intellectual and moral discipline, I gladly admit you to the degree of Doctor of Science in this university, and confer upon you all the rights and privileges that belong thereto, in token whereof I hand you this diploma.

Reverend William Jewett Tucker, President of Dartmouth College, was presented by Professor Nichols, who said:

William Jewett Tucker, graduate of Dartmouth College and Andover Theological Seminary, learned divine, editor, professor at Andover, President of Dartmouth,—a wise and kindly leader of the minds and hearts of men. Under the influence of his rare personality Dartmouth College has raised herself into the perfection of his likeness. Worthily has he been called "New Hampshire's foremost citizen." Sir, I have the honor to present to you President Tucker for the degree of Doctor of Laws.

President Butler said :

William Jewett Tucker—Successful in high degree as preacher, as author, and as President of Dartmouth College, a potent force in the intellectual life of our nation, I gladly admit you to the degree of Doctor of Laws in this University, and confer upon you all the rights and privileges that belong thereto, in token whereof I hand you this diploma.

Benjamin Ide Wheeler, President of the University of California, was presented by Professor Wheeler, who said :

It is my privilege to request that the highest honors of Columbia be conferred upon the President of that great Californian University which in the recent calamity, under his wise and efficient guidance, has so nobly shown its sympathy with suffering humanity. He has known in the earlier years of manhood how to gather for the help of his pupils and his friends the fruits of a rich and humane learning, and in the years of middle life how to turn aside from the quiet ways of scholarship and to guide his steps aright amid the perplexing paths of public service. We who give and he who receives shall alike have honor in this bestowal. I present to you one eminent in philology, eminent in letters, eminent in administration—President Benjamin Ide Wheeler.

President Butler said :

Benjamin Ide Wheeler—Admirable classical scholar, teacher and investigator, forceful university administrator, untiring in works of good citizenship, I gladly admit you to the degree of Doctor of Laws in this University, and confer upon you all the rights and privileges that belong thereto, in token whereof I hand you this diploma.

Edward Patterson, Justice of the Supreme Court of the State of New York, was presented by Professor Van Amringe, who said :

I take great pleasure in presenting to you, for the honorary degree of Doctor of Laws, the honorable Edward Patterson, Justice of the Appellate Division of the Supreme Court of New York. To an extended and profound knowledge of the law, and recognized skill of high order in its application to the righteous settlement of grave disputes, Justice Patterson adds a wide and discriminating acquaintance with the best literature of all time, and a power of lucid and elegant exposition, manifested not only in the discharge of the duties of his high office on the Bench but elsewhere, as is well known, among others, to students of law in this University.

Sir, I cordially commend him to you for the present bestowal upon him of the degree which he so richly merits and which this University is happy in the opportunity of conferring.

President Butler said:

Edward Patterson—Jurist and scholar, sitting in judgment on great causes with unbending integrity, clear insight and wide knowledge, wielding a pen whose learning is touched with the grace of letters, I gladly admit you to the degree of Doctor of Laws in this University, and confer upon you all the rights and privileges that belong thereto, in token whereof I hand you this diploma.

Joaquim Nabuco, Ambassador of Brazil to the United States, was presented by Professor J. B. Moore, who said:

It is altogether appropriate that institutions of learning should bestow honors upon those who, by reason of their vigilant watch over the intercourse of nations, may justly be called the sentinels of peace. The fitness of the recognition is only the more manifest where the recipient has by the generous use of an uncommon intellectual and moral endowment, gained renown in more than one field of endeavor. Mr. Nabuco has indeed achieved distinction as a diplomatist. Connected in his earlier years with the Brazilian legation in Washington, he has returned as the first ambassador of Brazil to a foreign court, after serving his country as its envoy extraordinary and minister plenipotentiary in London and defending its interests with rare ability and learning in an important arbitration before His Majesty the King of Italy. Diplomacy, however, cannot claim him wholly as its own. In the domain of national statesmanship, he stands in the front rank. In the arduous struggle for the final abolition of human servitude in Brazil, he raised his voice in eloquent championship of the cause of freedom, and enjoyed the felicity of contributing largely to a triumph which was as bloodless as it was complete. But he was not content to be only a maker of history, for he has illuminated by his writings the history of his country's constitutional and political development.

Nor is our gratification diminished, as we pay our tribute to Mr. Nabuco, by the reflection that he is the official representative of a land to which we are united by the best of all alliances—the ties of an old and unbroken friendship; a land comparable with our own in the extent of its territorial domain; a land not only of immense resources but of high ideals; a land that furnished to the two English-speaking peoples a member of that select tribunal which, by its solemn decision at Geneva, in 1872, ended the most remark-

able international litigation ever submitted to arbitral judgment; a land that has enduringly exemplified its high sense of justice, and its consideration for the rights of the weaker party, by embodying in the constitution of its government the significant declaration that neither directly nor indirectly, either alone or in conjunction with another nation, shall the Brazilian republic undertake a war of conquest. And today all eyes are turned towards its famous capital, where the spirit of American brotherhood is to receive a renewed demonstration in the assembling of the Third International American Conference.

I have the pleasure as well as the honor to present for the degree of Doctor of Laws the diplomatist, statesman and orator, eminent citizen of the Republic of Letters, His Excellency Joaquim Nabuco, ambassador of the United States of Brazil.

President Butler said:

Joaquim Nabuco—Deservedly honored for distinguished services to letters, to the cause of human freedom, to the promotion of peace between nations; fit representative of the culture and enlightenment of the South American peoples, ambassador of the Republic of Brazil to the United States, I gladly admit you to the degree of Doctor of Laws in this University, and confer upon you all the rights and privileges that belong thereto, in token whereof I hand you this diploma.

The exercises closed with the singing of "America," in which the audience took part, and the benediction, pronounced by the acting-chaplain.

A special feature of this year's commencement program was the presentation of a granite pedestal and Georgia pine flagstaff, surmounted by the King's Crown, by the class of 1881. The

The New Flagstaff pedestal and staff have been erected on the quadrangle, where the presentation exercises were held. Charles M. Lum, president of the class of 1881 College, made the formal presentation in the following words:

The class of '81 have returned today to their college home to celebrate the twenty-fifth anniversary of their graduation and to pledge anew allegiance to their *alma mater*. This great University with its magnificent buildings equipped for the most thorough and advanced work in all its departments, appears strange and unnatural to the men who passed four years in the humble buildings occupied

by us in our college career. An aid to make us feel at home, however, is the Columbia spirit, which is always the same wherever Columbia men are assembled together. I might add, that the presence of Dean Van Amringe, whom we looked upon as old twenty-nine years ago when we first entered the halls of Columbia, but who, constantly adding to his youth by sympathetic interest in the welfare and success of the students, is an inspiration to keep us from feeling that we are at all strangers here today.

With the kindly assistance and cooperation of the President and Trustees of the University we have arranged to present to the University today a monument which will hereafter, at all times, remind us that we are some part of you. Erected on a base of bronze and marble, we trust it will stand on this hallowed ground through all ages—an inspiration to the students to aspire to the best and loftiest aims of life. Four of our class, passing by opportunities which might yield more lucrative success, are devoting their lives to the work of this great University, and have already won for themselves distinction in their respective departments. It is particularly pleasing to us to present this staff to a president of our University, who was a fellow student, and who, at that early age, gave promise of the scholarly attainments and executive ability required to build up and foster this most useful institution.

May the white and blue, second only in our hearts to the red, white and blue of our nation's flag, ever fly from the staff which you and the Trustees have so kindly signified a willingness to accept from us today.

William C. Demorest, chairman of the trustees of the class, raised the King's Crown flag, whereupon the gift was accepted by President Butler. Professor Harry Thurston Peck, also a member of the class, read a poem written for the occasion, the exercises being closed by the singing of "Stand Columbia."

After the flagstaff presentation, luncheon was served in the Alumni Memorial Building to a large gathering of graduates, old and young, who taxed the seating capacity of the hall to the utmost. The luncheon was presided over by Dean Van Amringe, who made the following opening remarks:

A year ago at this time I spoke of the material progress of our *alma mater*, of the extension and the adornment of the grounds, the enlargement of the equipment and the addition of fine buildings, the most dignified and beautiful of which, as of right it ought to

be, is now raising its stately front on College Field. The theme was an apparent and a grateful one. It is by no means exhausted and might, with little variation, serve for further discourse today. I might, for example, call attention to a notable instance of the hold that the University has taken upon the imagination and the good will of the people at large. What bolder and more successful stroke of academic diplomacy could I cite to you than that which recently enlisted the cooperation of this Municipality, of the State of New York and of the United States Government, in inducing the Hudson River, in its course to the sea, to pay tribute to the physical needs of Columbia? But I shall refrain. I am today far more impressed with the magnificent spirit that pervades and animates the University in all its parts than I am with any other consideration whatever—a spirit of courage and confidence in meeting perplexities and difficulties, of devotion to the highest aims of education as it affects all the practicalities of life, not more the amelioration of material conditions than the pure search after truth.

With her tremendous and almost overwhelming responsibilities in providing for the increasing number of youth who seek here their preparation for active professional and business life, and for their increasing necessities, Columbia has the purpose, and holds steadily to it, of seeking out, encouraging and supporting a body of investigators who, in their several branches of activity, are engaged in extending the bounds of knowledge, in disclosing the secrets of nature in life and art and letters and science, not primarily for their utilitarian applications, but rather for themselves and as they concern the intellectual and spiritual advancement of mankind. In this questioning and sceptical age, in this prolific time of money-getting inquiry and invention, this set purpose and the struggle to further it, illustrate the altruism of University life, inform and vivify, as nothing else could, every aspiration and every effort of each and every department throughout the now wide domain of Columbia. And what this signifies, in itself and to the community, is difficult to characterize adequately. It means, among other things, that the ever aggressive and too largely prevailing idea of the highest good must be checked and rectified; that young men shall become impregnated with the faith, that shows itself in works and, through them, the society of which they are a part shall become actuated by the belief, that spiritual beauty and purposes are other and infinitely better than material gain and physical comfort, that "life is more than meat and the body than raiment." Intellectual assent to such a doctrine is common enough. There is, however, a wide gulf between intellectual assent and compelling faith. This gulf Columbia has always endeavored to span, and now, as the need seems greater, strives to do so more strenuously than ever.

At no time in the history of the University have the enemies of the generous spirit that I have indicated been more numerous, more insidious and powerful, at no time have selfish and material interests been stronger and more clamorous against altruistic and spiritual interests, at no time has steadfastness in the pursuit of truth for truth's sake required more courage, more confidence in the eternal verities, more absolute faith in the commanding influence and ultimate domination of righteousness, than in these opening years of the twentieth century.

And so today I felicitate Columbia, and all her children by nature and adoption, on the eager and exalted spirit that controls her in meeting her great and varied obligations, on an aim in teaching and leading fitly expressed in a legend that one of her most illustrious professors inscribed on the walls of his lecture-room, *non scholae sed vitae, vitae utrique*—a spirit and an aim that are not new but newly vitalized and directed and that quicken, as never before, the whole University and make it, year by year, a wider, a greater, and a more beneficent power.

The opening remarks of the chairman were succeeded by enthusiastic speeches from his Excellency Joaquim Nabuco, Baron Takaki, Judge Patterson, President Tucker, and President Wheeler, all of which lack of space prevents us from including here. The closing remarks were made by President Butler, who spoke as follows:

My Fellow Alumni:

It is my function in a few words to sound "Taps" at the close of this interesting and memorable Commencement convocation. There is no satisfaction in the whole academic year which equals that of standing face to face on Commencement Day with the loyal company of Alumni who come back to renew their pledge of fealty to *alma mater*, and to pay her the tribute of their affection and their regard. (Applause.)

At these meetings of ours we have formed the fortunate habit of dwelling only upon the bright side of things; we close the door upon deficits and needs, and confine ourselves to reflecting upon the accomplishments of the University for the year that has passed. (Applause.) Year by year, you notice, gentlemen, how our University fabric grows in beauty and in academic dignity and suitability. I hope that no alumnus will go from this quadrangle today without stepping, for however brief a moment, into the beautiful St. Paul's Chapel, just now completed. (Applause.) This University has no sectarian end to serve. In and by the terms of its

charter it is expressly forbidden to serve sectarian ends. But it is, and has been from the days of its foundation, a Christian institution of the higher learning. (Applause.) And with no compulsion for any individual, it now is able, for the first time, to provide a dignified and proper place for the immediate exercise of those religious influences which are a part of all education, and without which the history of civilization could not be written. (Applause.) That, I take it, is the significance of our beautiful St. Paul's Chapel; and when the University opens in September next, if all goes well, we shall be able to hold our first University service therein. (Applause.)

You can look just beyond the Chapel and see the commodious building which is going up for our beloved College. (Applause.) The story of that building you heard a year ago. In the interval its cornerstone has been laid with appropriate ceremony, and work has been prosecuted upon it until now it is almost ready for the roof, and we are promised the occupancy of it in September next. (Applause.) That you may know what our anticipations are for Columbia College, I would point out to you that this new Hamilton Hall, in addition to providing for fifty-two studies and consultation rooms for professors, will afford suitable accommodations at one and the same time in its various lecture halls for 2,600 undergraduate students. (Applause.) In consequence, every alumnus in this room may have four boys in Columbia College at one and the same time, all comfortably provided for. (Laughter and applause.)

At the opening of the academic year which has just come to an end, we were able also to take possession of our beautiful School of Mines building. (Applause.) Mining and metallurgy are now suitably and adequately housed, and as a result much additional space in Engineering Building has been put at the disposal of the Departments of Civil, Electrical and Mechanical Engineering. We are far better off from the standpoint of comfort than we were a year ago.

You may ask what is the meaning of the long scar upon the quadrangle at the southeast corner of this northerly block. That scar is intended to suggest to some surgeon who is able to remove all signs of a cicatrix at a cost of about half a million dollars, that we need Kent Hall for the Schools of Law and Political Science. (Applause.) I strongly suspect that no one but that kind of a surgeon will be able to remove that particular scar.

But, as our beloved Dean said earlier in the afternoon, great as these things are, great as is the institution that we justifiably dignify in them, they are as nothing compared with the spirit that inspires

the Columbia of today. (Applause.) I should only be repeating what I have said to you in previous years and on other occasions if I were to go over the story of the significance of that spirit; but I must point out the significance of events which have been brought closely to our attention during the last few months. Not only are we now required here at Columbia to maintain a faculty of scholars of the first rank in order that our own students may be competently instructed and guided, but we are now expected to keep a staff from which may be taken worthy incumbents of the greatest positions throughout the country. (Applause.)

At the close of last year the distinguished Dean of our Faculty of Pure Science was called to the presidency of the Carnegie Institution, which post he greatly adorns. (Applause.) During the year the Museum of Fine Arts in Boston has voted that our Professor of Greek Art and Archaeology, the Acting Dean of the Faculty of Fine Arts, was the best person in the world to become the Director of that Museum. (Applause.) We appreciated the compliment, but we were greatly relieved when he said that he did not think so. (Applause and laughter.) At the present time a very large number of the most representative scientists throughout the United States are engaged in a conspiracy, I call it, to put our distinguished Professor of Psychology at the head of the Smithsonian Institution. (Applause.) Whether they succeed or not, we are pleased and proud of the compliment. But we must look a little to our own domestic needs. Here on Morningside Heights we are just selfish enough to think that the greater these scholars become, the wider the reputations they make, and the more distinguished their achievements, the better fitted they are to stay just here. (Applause.)

Now, gentlemen, bear with me just a moment while I point out to you that this feeling is not mere selfishness after all. I sincerely believe that there is no undertaking in the world today equal in importance, in significance, and in value to the task of making a great democratic, national university in the City of New York. (Applause.) Other men may variously estimate the value of other problems, but looking out into the unknown future with which our country stands face to face, is it not true that the center of influence in our democracy is here and must remain here? (Applause.) It is here for reasons of population; it is here for reasons of wealth; for reasons of commerce, of industry and of finance; and it is here more powerfully than any of these because of tradition and of intense intellectual energy. It has been here for long years and the Columbia College of the old days is our pride forever. (Applause.)

What is our present task? That task is the holding high of the torch of academic tradition and of academic ideals before the face of a triumphant democracy tempted by commercialism. We want the strength, the energy, the soul, the learning of every scholar—it may be in the ancient classics with their unmeasured inspiration, or in the modern sciences with their stores of practical learning, or in the foundation studies of the great professions which keep pace with the needs of mankind—but whatever it is here we are at the center of things and from here our country's life must take such stamp as we are able to give to it. (Applause.) What stamp shall that be? Shall it be the stamp of helpfulness, of manifold power? Shall we not have here for every national emergency those scholars and administrators, like our colleague, Dr. Devine, who on the day of the earthquake starts out at once to see whether his training and his experience could be of any use in the stricken city of San Francisco? (Applause.)

Questions of finance, questions of commercial methods, questions of political policy, questions of social polity are all pressing upon us for solution. Here on these Heights is being assembled a body of scholars competent, so far as may be, to deal with each and every one of these problems as they arise. Get rid forever, my friends, of the conception of a university as a place where scholars assemble solely to teach students. They teach as one function; they serve their community and their nation in every possible capacity as another function. We are anxious to bring every strong man who can be of use, to these Heights; we are anxious, so far as our resources will permit, to keep him here, so that his work shall be done under the impulses, the stimulus, of these ideals; and a great company of scholars is a most delightful and inviting environment for scholars. No university can call so easily or so successfully as the one which has an association of scholars of distinction that the newcomer may join; and that has been and is our strength. (Applause.)

We have all been talking—we always talk hard and fast at these reunions—of the putting up out yonder of the beautiful flagstaff given by the Class of '81 (applause), as a mark of their affection and regard for Alma Mater. Upon the top of the flagstaff is an image of King's Crown. Why do you suppose the King's Crown is there? Some jester may think that it is a sign of an inveterate monarchical tendency; but, gentlemen, it is far more than that. The day has gone by when we and our fellows are fooled and deceived by empty baubles. But we all recognize in that King's Crown the symbol of Columbia's oldest traditions. That crown was here

when in Colonial and Revolutionary days Columbia men were writing constitutions and laws, making states, building cities, and welding them together into a nation. (Applause.) Only a few years ago we had here in our library an actual proof copy of the Constitution as it was referred to the Committee on Revision and Style, with William Samuel Johnson's pen changes in it, showing precisely what language the President of Columbia College contributed to the Constitution of the United States in its final form. (Applause.)

Such are the traditions that the King's Crown is to recall and keep alive. The men who called into being the public school system of the city and state were Columbia men. The man who planned the Erie Canal was a Columbia man. (Applause.) The men who faced the problems, political, commercial and material of the early days of the Republic were largely drawn from our ranks. (Applause.) Now we recall them with respect and gratitude and affection not merely for the pleasure that the recalling gives, but in order that we may set our hands to the same tasks that they did, in order that we who go out from the Columbia of the twentieth century may take rank with the men who went out from the King's College of the eighteenth. (Applause.)

That is the significance of our regard for tradition; that is the significance of our recalling our proud history; and that is why, whenever Columbia men meet together, we are glad to look back upon what has been done—such a splendid example does it set those who are yet to come.—Gentlemen, I thank you. (Applause.)

At Barnard College and Teachers College luncheons were held at the same time for the trustees, officers and graduates of these colleges, and later in the afternoon stated meetings were held by the Barnard College Alumni Association and by the Association of Doctors of Philosophy. The alumni games, in charge of the decennial class, were held as usual in the course of the afternoon on South Field, and furnished considerable amusement to the spectators. In the evening anniversary dinners were held by a number of classes, and at nine o'clock all of the alumni in attendance joined in the '96 Decennial *Kneipe*. Samuel Swayze Seward, Jr., '96 C., won the cup presented by the class to the member who had come the longest distance, and William Cullen Uhlig, '96 S., father of the largest number of boys, carried off the Roosevelt Cup.

THE STUDY OF ENGLISH IN COLUMBIA UNIVERSITY

TO American students of today it is natural to think of English as an important but somewhat ill-defined field of knowledge, comprising the history of the language, the history and criticism of the literature, and training in rhetoric, composition, and public speaking. In every American graduate school is to be found a considerable group of eager searchers after new facts in English linguistics and literary history, and thousands of undergraduates through our college courses, seeking a wider and more intimate acquaintance with our literature, and greater skill and facility in speaking and writing. It is, therefore, a distinct shock to one accustomed to the present position of English in American colleges to recall that Columbia had no systematic discipline in this large field for the first century and a quarter of its existence, though it must be remembered that conditions were almost precisely the same elsewhere in America and in England, and that, in general, in the history of modern education, it has proved true that the vernacular and its literature have found entrance into the colleges and universities of a nation only at a comparatively late date.

The realization of the extreme modernity of the study of English will, however, prove salutary if it makes clear how much of our training is still novel and experimental. The greater part of our discipline was long in the hands of other departments. Training in English composition, a highly remarkable zeal for which we have seen spread over the country during the last quarter of a century, was long furnished through the departments of Greek and Latin, and—we must confess—extremely well furnished. Training in the history and criticism of literature was secured, if at all, under the auspices of the department of philosophy, where it gained, in many respects, by being associated with (even if subordinated to) a definite and organized system of thought and inquiry. English as a subject is, comparatively speaking, a new member of the academic group, and its place and functions are still but ill-determined.

We must look, then, for the origins of English work at Columbia mainly in connection with the chairs of classical languages or of logic and æsthetics. In the broad curriculum announced by the college in 1755, it was provided that "the business of the first year shall be to go on and perfect" the student "in the Latin and Greek Classics, and go over a system of Rhetoric, Geography and Chronology." The second and third years provide for "a small system of logic" and for "something of the classics and criticism all the while"; and in the fourth year, "metaphysics, logic and moral philosophy" are prescribed, "with something of criticism." Moreover, the "pupils in each of their turns shall be obliged, at such times as the President shall appoint, to make exercises in the several branches of learning suitable to their standing, both in Latin and English, such as declamations and dissertations on various questions *pro* and *con*, and frequently theses and syllogistical reasonings." In the revised curriculum of 1763, we find themes, verses, essays, and philosophical essays in English mentioned, and apparently some sort of training in writing, under the direction of the President, was regularly kept up. In 1784, a chair of rhetoric and logic was established, which the Reverend Benjamin Moore, of the class of 1768—afterwards bishop of New York, and president of the University—held until 1787. The rhetorical work was then taken up again by the second President Johnson, who as lecturer in rhetoric and belles-lettres gave instruction "in grammar and in the proper pronounciation of the English language," and so conducted his course "as to comprehend, as far as possible, a complete course of instruction in the origin, nature and progress of language in general, and of the English language in particular; in the art of writing and speaking it with propriety, elegance, and force—the rules and principles of every species of eloquence—the principles of true taste and the rules of just criticism, whereby the students may be enabled to judge properly of each species of composition in every branch of elegant literature."

In 1795, when the finances of the college were somewhat increased by an annual grant from the state, Rev. John Bisset, A.M., was appointed professor of rhetoric and belles-lettres, but in 1799, when the state grant lapsed, rhetoric and belles-lettres were joined

to logic and moral philosophy, and John McKnight, S.T.D., became professor of all those subjects. In 1801, John Bowden, S.T.D., of the class of 1772, took this same compound professorship, which he held until 1817. Under his administration, rhetoric and belles-lettres consisted, in the freshman class, of English grammar and reading, English composition and declamations in English; in the sophomore year, of elements of rhetoric, English composition and declamations in English and Latin; in the junior year, of English composition, criticism, illustrations from the best poets and prose-writers, and declamations, the pieces to be of the students' own composition; and, in the senior year, of English composition, criticism of approved writers, universal grammar, and declamations. In 1810 a professorship of rhetoric and belles-lettres was established as one of the five regular chairs in the faculty of arts, but the poverty of the college prevented a special appointment, and Dr. Bowden was succeeded by Rev. John McVickar, of the class of 1804, "an elegant writer of wide and varied erudition," who held the composite chair until 1857. He was in turn succeeded by Charles Murray Nairne, A.M., L.H.D., professor of moral and intellectual philosophy and literature, under whom the same work was carried on until 1881.* During this long period, there seems to have been no special variation in the aim or plan of study. In 1830, elaborate plans were drawn for a new scientific and literary course, in which there was to be a lectureship in English literature, and in 1830, Rev. Manton Eastman, of the class of 1817, afterwards bishop of Massachusetts, was appointed to lecture on poetry, but no record is to be found of similar appointments later.

Professor Nairne was a graduate of St. Andrews (1830), had taken his M.A. at the University of Edinburgh in 1832, and had been for a time an assistant, in what capacity it does not appear, to the famous Dr. Thomas Chalmers. He came to this country in 1847. He is described as a ripe scholar, and in his best days he undoubtedly did much to interest his pupils in the romantic poets of the early century, for whom he had a special sympathy. In the main,

* From 1860 to 1868 he was also professor of the ethics of jurisprudence in the Law School, and from 1865 to 1876, professor of history and political economy.

however, it must be frankly acknowledged that his interests lay rather in the other fields covered by his professorship, and that his instruction in English tended more and more, as his age advanced, to recitations on a brief text-book in English literature.

In the meantime, underneath this somewhat conventional curriculum in polite letters, various important forces were working. The two college literary societies, *Philolexian* and *Peithologian*, had been founded in 1802 and 1806, and in 1842 certain undergraduates and recent graduates of the college, "desirous of occupying their leisure in exercises for improvement in polite letters," organized a little society out of which grew the more famous *Column*, which had for a quarter of a century an active existence as a literary and social society. The *Philolexian* and *Peithologian* had their ups and downs, as all such societies in all such colleges do, now languishing and now full of ambitious young spirits; but their foundation and their continuance show the vitality and solidity of the collegiate interest in letters. They are but tokens, moreover, of the fact, which we must at once admit, that, in spite of the primitive character of the instruction in English then given, the students of the college, so far as we can gather, were perhaps more uniformly interested in letters than now, and certainly not less cultivated in speech and in writing. The same phenomenon was observable in the majority of American colleges under the old *régime*. The fact that, with a multitude of courses and a large corps of instructors, our American colleges have, in many respects, scarcely done more than hold their own in such matters, shows how different are the present conditions of college membership and how different is the attitude of young men towards arts and letters.

As the college had slowly grown, various younger instructors and lecturers had, for a shorter or longer time, been called into service. As tutors in rhetoric and history there were Eugene Lawrence, 1865-68; Wendell Lamoreux, 1869; Theodore F. C. Demarest, 1869-70; and, more particularly, John D. Quackenbos, who began his long career as a teacher of rhetoric in 1870, continuing as tutor in the college until 1884. Dr. Quackenbos was a well-trained rhetorician of what is now respectfully called the older school, and a clear and polished writer. As Professor Nairne ad-

vanced in years, and his instruction in the field of literature grew less valuable, it is plain that English in the college owed much of its strength to Dr. Quackenbos's skill and faithfulness in his difficult task.

Another sign of the changing order was the increased attention paid to Anglo-Saxon,—an attention which may have had its origin in the famous lectures on the history of the language given at Columbia by George P. Marsh in the winter of 1858-59. At all events, the subject was for a time a prescribed one in the senior year, and Dr. C. P. G. Scott, afterwards etymological editor of the *Century Dictionary*, was instructor in that subject from 1879 to 1884.

At the death of Professor Nairne, the Trustees saw the wisdom of establishing a separate chair of the English language and literature, which was filled by the appointment, in 1882, of Professor Thomas R. Price. Professor Price had been in his youth a student of classical languages at Berlin and Kiel. After serving the Confederacy as captain of engineers, he became in 1867 professor of Latin and English at Randolph-Macon College, and in 1876 he succeeded Dr. Gildersleeve as professor of Greek at the University of Virginia. He had been early impressed with the absolute necessity of setting the teaching of English on a sound philological basis, and had exercised a strong influence on Southern education. His appointment at Columbia may properly be taken to mark the end, at this institution, of the old policy of placing instruction in English in the hands of clergymen and philosophic thinkers—men of taste and power and feeling—without special reference to their wide and sound knowledge of English letters and linguistics.

The work of the remainder of the decade 1880-1890 proved the wisdom of the Trustees' choice. Seconded by Dr. Quackenbos, who was in 1884 appointed adjunct-professor of rhetoric, Professor Price applied himself to the remodelling and enrichment of the three prescribed college courses in English and of the single senior elective. Opportunities were, moreover, offered to advanced or graduate pupils, and a little nucleus of such students was formed. Dr. A. V. W. Jackson was made instructor in

Anglo-Saxon and the Iranian languages (1886-1891) and Dr. Daniel K. Dodge (now professor of English in the University of Illinois), instructor in the English language and literature (1889-92).

The early years of the next decade were marked by the extraordinary growth of the University as a whole, and in no field of study was this growth more rapid and more steady than in English. The establishment of Barnard College and the faculty of philosophy made it necessary to add to the teaching staff, to broaden the course of undergraduate instruction, and to provide richer opportunities for graduate instruction and research. Under the pressure of such circumstances, it was thought wise to subdivide the department, giving a more direct responsibility to the new departments for efficiency in more limited duties. Professor Price thus became in 1891 the head of the department of the English language and literature, which was to deal more particularly with "Anglo-Saxon, historical grammar, and philology," and Professor Jackson became adjunct-professor of the same subject. Professor Quackenbos became head of the department of rhetoric, aided by Mr. Charles S. Baldwin (now assistant professor of rhetoric in Yale University) as tutor. Furthermore, a new department, that of literature, was created, the special duty of which was to bring undergraduate students into close contact with men of literary skill and tastes. To this department were assigned Professor George E. Woodberry (1891) and Professor Brander Matthews (1892), the latter of whom had in the preceding year given three courses in English literature, as lecturer, during Professor Price's absence on leave.

The establishment of three separate departments for work in linguistics, rhetoric, and literature proved for some years wholly satisfactory. Each department was, as had been anticipated, stimulated by the sense of more definite responsibility, and attacked its special problems with great vigor.

Professor Price was by temperament little fitted to teach elementary students in prescribed courses. He was able, therefore, to do much more efficient work for the new department of the English language and literature, when relieved of such burdens, particularly

as he now profited greatly by the able assistance of his devoted pupil and friend, Dr. A. V. W. Jackson, who, as adjunct professor of the English language and literature, continued to give undergraduate and graduate instruction in that subject long after his research and teaching work in Indo-Iranian languages made exhausting inroads upon his time and strength.* Thereafter Professor Price was always relieved of his more elementary linguistic courses by a competent assistant.† He was thus free to gather around him, in advanced and graduate work, a little circle of voluntary pupils, to whom he unlocked his store of erudition with his customary charm and dignity. Meanwhile, Professor Woodberry and Professor Brander Matthews were lecturing under the auspices of the same department to large classes of undergraduates in English literature, and such courses rapidly grew in numbers and in influence, until there was virtually no student in the college who was not following the lectures of one or the other of these able critics. From being a side issue and a mere incident in college instruction, English literature had come to be one of the most powerful influences in undergraduate study and life.

In 1894, Professor Quackenbos was made professor emeritus, after having been for a quarter of a century in the service of the University, and Professor G. R. Carpenter, then of the Massachusetts Institute of Technology, was appointed to the vacant chair, the name of which was slightly changed, so as to cover English composition as well as rhetoric. By this time the student public had become more thoroughly alive to the advantages of practical training in composition, and the increased attention given to the subject by preparatory schools permitted more advanced work in the prescribed college courses. Elective courses in composition, in elo-

* Dr. Jackson became professor of Indo-Iranian languages in 1895, but he continued to give courses for Professor Price and a course on English literature in the seventeenth century, together with Professor Woodberry, in 1895-98; in 1898-99 he took all Professor Price's courses during his absence on leave; and since the establishment of the summer session (1900) he has not failed to give his aid in that important part of the work.

† In 1898-99, Mr. S. S. Seward, Jr., now associate professor of English in Leland Stanford University; in 1899-1900, Mr. Lewis N. Chase, now associate professor of English in Indiana University; and from 1900 on, Dr. George P. Krapp.

cution, and in public speaking and debating were soon added, and the department was strengthened by the appointment of Mr. W. T. Brewster, Dr. G. C. D. Odell, and, as time went on, numerous lecturers and assistants.

The confines of the new department of literature had been purposely left vague. It was understood to be the intention of the trustees, in appointing Professors Woodberry and Brander Matthews, to afford as much literary stimulus as possible to young students, and to offer older students such direction as might seem best in the prosecution of literary studies. Undergraduate courses by these gentlemen were offered in connection with Professor Price's department. In the department of literature, however, they both offered a number of interesting courses, designed for seniors and, more particularly, for the increasing number of graduate students who were attracted by the literary distinction of the lecturers. In general, these courses were not confined to topics in English literature, and the comparative method was largely used, in somewhat different ways, by both professors. Special attention, moreover, was called to the department by the publication of three brilliant theses on somewhat ambitious subjects in literary history by Dr. Spingarn, Dr. Chandler, and Dr. Underhill, all of whom treated their topics with unusual learning and skill. The volumes were published in an attractive form by the University Press, and were undoubtedly the means of making evident for the first time to the general college and university public the advantages offered by the University in this field of research.

By 1899, however, it became apparent that the artificial lines so clearly drawn between the departments a few years before were breaking down, and that such discrimination was no longer necessary or feasible. It was therefore wisely decided to abolish the three existing departments (that is, the department of the English language and literature, the department of rhetoric and English composition, and the department of literature), and to concentrate in a single department of English all courses dealing specifically and primarily with the English language and literature, in whatever form. A new department, moreover—that of comparative literature—was created, less distinctly defined in its scope and purpose,

but having as its essence the historical or critical treatment of several literatures in conjunction. Professor Woodberry was made head of the new department, which, as the years went by, tended to become, as was wholly proper and natural, more and more differentiated from the department of English, and to ally itself, not only with that department, but with all other departments offering courses in literary history.* It thus, from 1899, falls out of our story.

The new and (it is to be hoped) permanent department of English had from the outset two special advantages. In the first place, as it was formed by the amalgamation of several departments, it could not easily have a single head, in the sense in which that term is ordinarily understood at Columbia. Professor Price was titular chairman of the department and presided at its meetings, but it was agreed that the departmental organization should be wholly democratic, that the professors of the department and such older instructors as were chosen by them should determine and direct the policy of the department in general and in detail, and that some officer of the department should be chosen to administer this policy on behalf of the department. So far as we can judge, the plan has worked exceedingly well. The close personal intimacy between the members of the department; the ease and regularity with which we have been able to consult one another, formally and informally, with regard to our common interests; the degree to which we have concentrated all administrative and executive tasks in the hands of a single officer, have all tended to promote uniformity, regularity, and quickness of action, saved much time both to students and instructors, and greatly promoted the interests of English study in the University.

Another favorable circumstance for the department was the fact that it was organized with the intention of representing and

* Dr. John G. Underhill and Dr. F. W. Chandler (now professor of English in the Brooklyn Polytechnic) assisted Professor Woodberry in giving graduate instruction in comparative literature for one or more years. Dr. Spingarn was appointed tutor in the department in 1900 and adjunct professor in 1904. On the resignation of Professor Woodberry in 1904, Professor J. B. Fletcher, formerly assistant professor of comparative literature in Harvard University, was appointed to the vacant chair.

controlling all courses in English given in the University, in whatever schools and under whatever circumstances. We are responsible not only for all English courses in Columbia College and the faculty of philosophy, but, through Professors Trent and Brewster, for English courses in Barnard College; through Professor Baker, for English courses in Teachers College; through Professor Sykes, for English courses offered in University extension; and, in other ways, for courses offered in the summer session. Should English courses be offered in new faculties, it is understood that such instruction will be represented in the department, and will in general be controlled by it. The department is thus likely to be freed from any tendency to regard its subject in a narrow or conventional way, and gains the inspiration that comes from the association of a considerable number of specialists, each expert in his own topic, but each gladly deferring to the judgment of the majority in regard to all matters of common interest and welfare.

The total number of students pursuing courses in English in 1905-06 was as follows: Columbia College, 491; Barnard College, 325; Teachers College, 273; graduate faculties, 182; total, 1271, exclusive of extension students. Summer session (1906), 184.

It is in the field of graduate work that our growth in numbers has been most rapid—a fact due in large measure, at the outset, to the “pull” which the metropolis exerts on students as well as on other migratory portions of the population, and, more definitely, to the rich facilities for study and cultivation which a large city affords. In the first year of the new department, 1899-1900, we had only eleven students taking English as a major subject and thirteen taking English as a minor subject. In the year just closed, 1905-06, we have had in all 182 graduate students, of whom 109 were taking English as a major subject.* The young department is thus rapidly attaining its growth. Our graduates are already holding positions of influence in colleges and universities throughout the country, and we look forward with some confidence to the establishment of a traditional alliance with many colleges not having graduate

* Our graduate students in English, it is interesting to notice, rapidly establish social and scholarly organizations of their own. They have, for instance, a flourishing graduate club and a periodical, *The English Graduates' Record*.

schools of their own, whose students will come regularly to us for advanced instruction.

This rapid growth in numbers has obviously necessitated a corresponding increase in the corps of instructors. In 1906-07 the staff will consist of nine professors, two instructors, two tutors, five assistants, and seven lecturers. At Professor Price's death in 1903, it became necessary to plan with great care for graduate work in English linguistics and in the older periods of English literary history. The work in English linguistics has been placed in the charge of Dr. George P. Krapp, who has been connected with the department since 1897. To Dr. W. W. Lawrence, formerly assistant professor in the University of Kansas, have been assigned the earlier periods of English literary history. The succeeding periods are in charge of Professor Ashley H. Thorndike, until recently head of the English department at Northwestern University, and of Professor Trent, who was appointed on the Barnard foundation in 1900.

The future of the department seems very bright. So far as undergraduate courses are concerned, we have no special difficulties or new problems. The same is the case in the summer session work and in the courses offered to extension students. With regard to graduate students, however, the situation is one that calls for serious deliberation in several respects, of which I need here mention only two. We have already gathered together a larger body of graduate students in English than (very probably) exists elsewhere in this country or abroad, and it is exceedingly important that proper courses of study be planned for such students. Now, it has long been the custom in America to regard the graduate school as a place of training for the doctor of philosophy and the professional teacher, and it has become customary to train such students in great detail, and without special reference to their literary tastes or interests, in the minutiae of English linguistics and literary history, as well as in the linguistics and the literary history of cognate languages and literatures. To the present writer, at least, it would seem that this discipline has already gone too far, and has resulted too frequently in placing the college instruction of our country in the hands of young men of much erudition who have no especial

interest in English literature and show no special aptitude for teaching it. Within the last few years a very considerable number of important institutions in this country have found it necessary to search for new instructors in English literature and, speaking generally, they have had great difficulty in securing thoroughly good men. It would appear that in the United States our attention has been given too exclusively to the production of research students, and that the training of properly informed and well balanced teachers of English has been somewhat neglected. Again, no university in this country has provided systematically and adequately for the instruction of another class of graduate students in English—those, namely, that seek general culture rather than training in research, or that wish to receive discipline in some special form of writing. Students of both types are becoming each year more common and more earnest, particularly in this city, and a wise and sane method of instruction for them is still to be developed. These special problems, however, must be solved by prudent forethought and experiment, and they are being carefully considered by the department.

In closing, I should add that this article represents in many respects the views of an individual, and that its omissions and its defects must be attributed to me rather than to the department as a whole.

G. R. CARPENTER

CONCERNING RESEARCH IN AMERICAN UNIVERSITIES*

THE present writer has been asked to deal briefly with the question of research in American universities. The subject is an immense one, and the following discussion makes no pretense of being exhaustive. It aims merely to present the problem again, to emphasize again its importance, and to point out once more some of its harder conditions and some of the principles and distinctions involved in any serious attempt at its solution.

* Reprinted from *The Bookman*, Vol. XXIII, pp. 330-4 (May, 1906).

The problem may not be easy to appreciate, but it is at all events easy to state. It is the problem of securing in our universities suitable provision for the work of research or investigation and productivity. For a generation the great majority of the ablest men in our universities have regarded that problem as the most urgent and important educational problem confronting these institutions and the American people. Meanwhile, something has been done towards a solution. But none of the universities has secured adequate provision, and the majority of them but little or none at all. In the abstract, the problem is simple and the solution is easy: given a body of able and enthusiastic men, provide them with proper facilities, afford them opportunity to devote their powers continuously to the prosecution of research, and the thing is done. But in the concrete it is exceedingly difficult, being frightfully complicated with our whole institutional history and life, in particular with our educational traditions and tendencies, with the prevailing plan of university organization, and especially with the characteristic temper, ideals and ambitions of the American people.

Somebody besides our foreign friends and critics ought to tell the truth about American education and American universities. Our people have never ceased to believe in education. Our belief has not always been intelligent. We have been prone to ascribe to education efficacies and potencies that do not belong to any human agency or institution. But our faith in it, though not always critical or enlightened, has been deep, implicit and abiding; and we have diligently pursued it, generally as a means no doubt, but sometimes as an end, and occasionally as a thing in itself more precious than power and gold. In all this we have been, quite unconsciously and contrary to all appearances, very humble. We have been content to educate ourselves with knowledge discovered by others and to nourish ourselves with doctrines and truths produced only by the spiritual activity of other lands. We may have been vain but we have not been proud. Besides a marvelous practical sense we have had, in degree quite unsurpassed, two of the elements of genius—intellectual energy and intellectual audacity; and by means of these we have created a material civilization so obtrusive, so elaborate and so efficient as to amaze the world. But now at length there begin

to appear the indicia of change, of change for the better. A new day has dawned. The sun is not yet risen high, but it is rising. We have begun to suspect that genuine civilization is essentially an affair of the spirit, that it cannot be borrowed or imported or improvised or appropriated from without, but that it is a growth from within, an efflorescence of mind and soul, and that its highest tokens are not soldiers but savants, not the purchasers and admirers of art but artists, not mere retailers of knowledge or teachers of the familiar and the known, but discoverers of the unknown, not mere inventors but men of science. And so we have begun to feel our way towards the establishment of true universities, that is to say of institutional centers for the free activity of the human spirit, and of organs, the most potent yet invented by human society for giving effect to the noblest instinct of man, "the civilization-producing instinct of truth for truth's sake."

Just here we encounter a great danger. For a generation our progress in the matter has been so swift that both the universities themselves and the educated public opinion upon which in our democratic society their support and advancement ultimately depend, are in danger of greatly overestimating it, and that would be a misfortune. Absolutely the progress has indeed been great, but relatively and judged by the very highest standards, it has not. It is not first or mainly a question of achievements, of things done. It is a question of ideals, of standards and aspirations. A clear concept of a great university unconsciously serving the highest interests of man by absolute devotion to Truth for its own sake and without extraneous motive, end or aim, does not yet exist in the mind of the American public and is not yet incarnate in any of its institutions. Our universities are young, strong and robust. They are full of potency and promise. But they have not yet impressed their own imperfect ideals upon the people; they have not yet given forth the light necessary for their own proper beholding and appreciation. Their perfections and their imperfections alike remain obscure. The old colleges about which as about nuclei some of our universities have been formed have done much to leaven and temper the American mind and to subdue it to the influences of beauty and truth. Corresponding services have not yet been rendered by our

universities as such. No one can doubt that they are destined to assume in future the permanent leadership, and to exercise a controlling formative influence, in all that goes to deepen thought and to exalt and refine standards, character, and taste. At present, however, they are themselves in the formative and impressionable stage, resembling improvisations in some respects; and to understand them, to see clearly both what they are and what they are not, it is necessary to regard them as being at the present time less the producers than the products of our civilization.

So regarded, they are seen to embody and to reflect alike the merits and the defects of their progenitor. Like the latter they are unsurpassed in boldness, in energy and in enthusiasm, and their genius has been mainly directed to material and outer ends. Their first and chief concern has been with the physical and exterior, with buildings and grounds and instruments and laboratories, and while their material equipment is still far from adequate, it has already evoked astonished and admiring commentary from visiting scholars of European seats of learning. Like the civilization whence they have sprung, our universities are intensely modern and up-to-date, and they are intensely democratic in everything but management; they set great store by organization, exalt the function of administration, and tend to be regarded, to regard themselves, and in fact to be, as vast and complicate machines or industrial plants naturally demanding the control of centralized authority. They have but little sentiment; they are almost devoid of sacred and hallowing traditions, of great and illustrious recollections; there is in and about them nothing or but little of "the shadow and the hush of a haunted past." They have no antiquity. In them the utilitarian spirit, having learned the lingo of service, contrives to receive an ample share of honor, and the Genius of Industry that has transformed our land into an abode of wealth and for generations assigned an attainable upper limit to a people's aspiration, shapes educational policy, holds and wields the balance of power. The classic distinctions of good, better and best in subjects and motives of study receive but slight regard. The traditional hierarchy of educational values and the ascending scale of spiritual worths have fallen into disrepute. All things have been leveled up or leveled down to a

common level; so that the workshop and the laboratory, schools of engineering, of agriculture and of the classics, the library, the model dairy and departments of architecture and music, exist side by side. In at least one institution, so it is reported, the professor of poetry rubs shoulders with the professor of poultry. No wonder that a distinguished critic has said that some of our biggest universities appear as hardly more than episodes in the wondrous maelstrom of our industrial life.

Thus it appears that the American university, child of a predominantly material and industrial civilization half-blindly aspiring to higher things, strikingly resembles its parent. Begotten in the hope that it would be as a savior and rescue us from our national idols and respectable sins, it straightway became their most enlightened servant and lent them the sanction and the support of its honored name. It is by no means contended that this fact is the whole truth. Our universities are not entirely devoted to the service of industry; they are not wholly committed to teaching youth the known from utilitarian motives and for immediate and practical ends; they are not exclusively concerned with the *applications* of science; out of general devotion to the Useful, something is saved for the True; science is not always regarded as a commodity; the judgment of the great Jacobi is sometimes recognized as just: "The unique end of science is the honor of the human spirit." And it is a pleasure to be able to proclaim the fact that in a few of our universities something like a home has been provided for the spirit of research and that by its activity there, American genius has had a share in extending the empire of light, in enlarging the domain of the known, in astronomy, in physics, in mathematics, in the science of mind, in biology, in criticism, in economics, in letters, in almost all of the great fields where the instinct of truth for the sake of truth contends against the dark. In this clear evidence of our growing freedom and exaltation, let us rejoice; but let us be candid also. Let us admit that we have only begun the higher service of the soul; let us confess in becoming humility that, in comparison with our wealth, our numbers, our energies and our talents, in comparison, too, with the intellectual achievements of some other peoples and other lands, the service we have rendered to Science and Art and Truth is meager.

Why such emptiness, such poverty, such meagerness in the fruits of the highest activity? The immediate cause is easy to find. It is not incompetence or lack of genius in our university faculties. These are not inferior to the best in the world. It is not mainly due, as is often said, to inadequacy of material compensation, though one of the greatest of living physicists, Professor J. J. Thomson, has told us truly that American men of science receive less remuneration than their colleagues in any other part of the world. The cause in question is simply: *lack of opportunity*. The difficulty is near at hand. It inheres in the composition and organization of our universities. Most of these are built about and upon, and largely consist of, immense undergraduate schools thronged by young men mainly bent upon practical aims and neither qualified nor intending to qualify for the work of investigation. The interests of these schools are naturally the paramount concern. The great and growing burdens of administration tend to distribute themselves among the professors. These have, besides, to give the most and the best of their energies to elementary teaching, to teaching, that is, which does not pertain to a university proper but to gymnasia and lycées—a worthy, important, necessary kind of work, but a kind that drains off the energy in non-productive channels and tends to form and harden the mind of those engaged in it about a small group of simpler ideas. What is left, what can be left, of spirit, of energy, of opportunity, for the arduous work of research? One man attempting the enterprise of three: administration, elementary teaching, discovery and creative work. Who can suitably characterize the absurdity? Who can compute the wickedness of the waste in the impossible attempt to effect daily the demanded transition from mood to mood? A mind, by prolonged effort, at length immersed in the depths of a profound and difficult investigation—how poignant the pain of interruption, the rending of continuity, the rude disturbance of poise and concentration. How easy to fail of due respect for, because it is so easy not to understand, the creative mood, oblivious to the outer world, the brooding “maternity of mind,” more delicate than fabric of gossamer, of infinite subtlety, of infinite sensitiveness, a woven psychic structure finer than ether threads; and how easy to forget that a sudden alien call may disturb and jar and even destroy the structure.

Little excuse, then, have we to wonder at the recent words of Professor Bjerknes, of the chair of mechanics and mathematical physics in the University of Stockholm, and non-resident lecturer in mathematical physics in Columbia University, who, in his farewell address to his American colleagues, assembled to do him honor, spoke substantially as follows:

I have been much impressed with the material equipment of your universities, with your splendid buildings, with the fine instruments you have placed in them, and with the enthusiasm of the men I have found at work there. But I hope you will pardon me, gentlemen, for saying, as I must say, that, when I found you attempting serious investigation with the remnants of energy left after your excessive teaching and administrative work, I could not help thinking you did not appreciate the fact that the finest instruments in those buildings are your brains. I heard one of you counsel his colleagues to care for the astronomical instruments lest these become strained and cease to give true results. Allow me to substitute brain for telescope, and to exhort you to care for your brains. I have been astonished to find that some of you, in addition to much executive work, teach from ten to fifteen and even more hours per week. I myself teach two hours per week, and I can assure you that, if I had been required to do so much of it as you do, you never would have invited me to lecture here in a difficult branch of science. That, gentlemen, is the most important message that I can leave with you.

Such, then, is the situation. No need that we should behold it in picture drawn by foreign hand. We need no copy. The original lies before us in all its proportions. The challenge addresses itself at once to our pride and to our practical sense. Of all peoples, we, it would seem, should feel the challenge most keenly, for the problem is a problem in freedom. It demands the emancipation of American genius; it demands provision of free and ample opportunity for the highest activity of our highest talent.

Hope of solution lies in division of labor. Our universities and the people they represent must reduce their exactions. For three men's work, three must be provided. There must be men to administer and men to teach and men to investigate. Three varieties of service, entirely compatible in kind, entirely incompatible as co-ordinate vocations combined in one. Any one of them may be as

an avocation to another of the three, but only so of choice and not by compulsion. No invidious comparisons are implied. The distinctions are not of greater and less; they are matters of economy in the domain of mind. The great administrator is not a clerk or an amanuensis; he is a man of constructive genius, a creator. The great teacher is not a pedagogue; he is a source of inspiration and of aspiration, producing children of the spirit by "the urge and ardor" of a deep and rich and enlightened personality; he was in the mind of Goethe when he said of Winckelmann that "from him you learned nothing, but you became something." And the great investigator is not a mere collector and recorder of facts; he is a discoverer, a discloser, of the harmonies and the invariance hid beneath the surface of seeming disorder and of ceaseless change. The three great powers are compatible, and are usually found united in a single gigantic personality, just as the ordinary administrator and ordinary teacher and ordinary investigator compose one unit of mediocrity.

It is perfectly evident that the total service demanded of the universities will not diminish. On the contrary, it will continue as now to increase in response to growing need. The case, then, is clear: the number of servants must be increased, the number of those who are to do the work must be greatly multiplied. And thus the problem becomes a financial one. But a university is not a money-making institution. Its function is to convert the physical into the spiritual, to transform the things of matter into the things of mind. It has, however, a physical body, without which it may not dwell among men; and, for the support of it, it depends and must depend, whether through legislative appropriation or the benefaction of individuals, ultimately upon the people. These now possess the means in ample measure, and the promptings of generosity are in the hearts of many wealthy and sagacious men.

And so the problem revolves upon itself and once more turns full upon us its theoretic aspect. Its solution awaits public appreciation of its significance and its terms. It is above all else a question of enlightenment. Just here, if I am not mistaken, is the measureless opportunity of the university president. Beyond all others, he is spokesman and representative before the people of their

highest spiritual interests. Their ideals and aspirations will scarcely surpass his own. The problem must be conceived boldly in truth and presented in its larger aspects. It must be seen and be felt to be the supreme problem of our civilization. As a people we have yet to learn the lesson deeply that research, the competent application in any field whatever of human interest of any effective method whatever for the discovery of truth and enlarging the bounds of knowledge, is the highest form of human activity. We have yet to learn that a nation, a state, a university without investigators, is a community without men of profoundest conviction. For this cannot be gained by conning books; it can not be inherited; it is not merely a pious hope or a pleasing superstition. It is not an obsession. As Helmholtz has said, a teacher "who desires to give his hearers a perfect conviction of the truth of his principles must, first of all, know from his own experience how conviction is acquired and how not. He must have known how to acquire conviction where no predecessor had been before him—that is, he must have worked at the confines of knowledge and have conquered new regions." We have yet to learn that the value of a university professor cannot be estimated by counting the hours he stands before his classes. We have yet to learn to prefer standards of quality to units of quantity. We have yet to learn that the spirit of pure research, the highest productive genius, has no direct concern whatever with the useful; that, while it does without intention create an atmosphere in which utilities most greatly flourish, it is itself concerned solely with the true; we have yet to learn that "the action of faculty is imperious and excludes the reflection *why* it acts." When these and kindred lessons shall have been taken to heart, our emancipation, now well begun, will advance towards completion; the American university will come to its own; and our present civilization will speedily pass to the rank of the highest and best.

CASSIUS J. KEYSER

CARL SCHURZ*

TO pay tribute to a noble life, and to reflect for a brief hour upon a career of splendid service, is the purpose for which this company is gathered. Our hearts are heavy with sorrow and the sense of our great loss, and yet we are not here to mourn. Death is life's inevitable end, and when it steals peacefully and silently upon a man whose years outrun the Psalmist's "three score and ten," years filled with achievement, with high aspiration, with devoted service to his fellows and to mankind, surely it is not becoming in us to dwell too heavily upon what has been taken from us. Rather should we rejoice at what has been given to us. The high privilege of knowing a splendid nature in close friendship has been ours. Constant association with a spirit schooled in human experience and human service has been vouchsafed to us. The bright memory of this beacon light of lives cannot be taken from us. The gain is ours, and the world's, and is eternal. The loss is personal, and but for a moment in time's unceasing course.

"Great men," said Emerson, "are more distinguished by range and extent than by originality. . . . The hero is in the press of knights, and the thick of events; and seeing what men want, and sharing their desire, he adds the full length of sight and of arm to come at the desired point."

Carl Schurz was a great man by every token. The range of his understanding was bounded only by human interest and human endeavor. He was ever in the press of knights and in the thick of events. He saw what men wanted and he shared their desires, and it was given to him to furnish them a full length of sight and arm that brought them often to the desired point. And what a range and what an understanding it was! Carl Schurz achieved eminence in letters, eminence in statesmanship, eminence in voicing the public conscience, eminence in the leadership of men. Note well that each of these great attainments called for that endowment of the will which requires the possession of every art of expression known to

* Stenographic report of an address delivered by President Butler at the memorial meeting held in Carnegie Hall, June 6, 1906.

men. Expression through language; expression through imagination; expression through conscience; and expression through a high and lofty intelligence,—shining like a beacon star. Range of understanding,—how seldom is it given to a human being to have a range of understanding such as was his.

Then, too, how significant is it that with each of the five great movements of the last half-century the name of Carl Schurz, on both sides of the ocean and in more lands than one, will be intimately and closely associated forever. Civil and industrial liberty; human freedom; honest and stable currency; efficient and non-political civil service; peace and good will among nations. What a tribute merely to carve these names upon the tomb of any man!

The cause of civil and industrial liberty touched his young manhood. Back in the fatherland it called out from the depths every instinct and emotion of his being for service, and for more than a long half-century his name and the struggle for civil and industrial liberty were closely intertwined.

And human freedom! Could a great representative and champion of civil liberty stand patiently in the presence of a human slave? What more natural, what more necessary than that he should throw himself into the thick of the struggle to strike the last shackles that the white man had put upon a fellow.

An honest and stable currency represents not only the due reward of labor and the first income of capital, but is indicative as the thermometer of the commercial and the financial temperature of the people. Carl Schurz saw that the discussion about the question of the currency was not only an economic one but that it was a moral one as well. It being moral, he seized hold of it for a righteous purpose.

An efficient and non-partisan civil service is the only instrument by which a democracy can so administer its affairs that it shall not become an oligarchy of place-holders; the only instrument by which government and business may be kept each in its own compartment of endeavor; the great barrier of resistance against political debasement and corruption. Carl Schurz saw that this movement was a moral one; that it was ethical, and he built upon it some of the most splendid and most persuasive of his appeals to his fellow-men.

The cause of peace and good will between nations. Nothing is

nobler, nothing more compelling than that, and nothing in last resort more moral. Carl Schurz knew that the time would come, and that in the not far distant future, when civilized nations, like civilized men, will submit their differences to judicial arbitrament rather than endeavor to solve them with the passion of the sword, and the anger of the shotted gun.

Morality of conduct for himself, a high moral standard of conduct for the community to which he belonged, and for the nation which he loved,—these were the corner-stones of his great career, and it was because these five movements were essentially moral, because these movements were truly ethical, that Carl Schurz identified himself with them, and so powerfully carried them onward.

There is a splendid passage, known to every student of literature for the last two thousand years, with which Plato opens the seventh book of his *Republic*. He pictures life and knowledge in an allegory. He likens life, or the knowledge of life, to men living in caves, tied with their backs to the light, or to the opening through which the light comes. They cannot move or turn, and they see before them on the inner wall of the cave the shadows and reflections of the realities that go on behind their backs, but which they cannot turn to see. And the great poet-philosopher likens the knowledge of most men to the observation of these shadows; it is of copies and images of reality, but not of reality itself. And then he pictures what would happen if the untutored and untrained eye should be able to turn in its place in the cave and go out into the bright light and endeavor to apprehend reality as it is. It is a wonderful passage; full of suggestion and full of inspiration.

I like to think that Carl Schurz was one of the rare men to whom it was given to turn toward the light, with an eye shaded to bear its brilliancy, and to look reality in the face, to apprehend it and to tell its story to his fellowmen in words that burned, and swayed, and moved. Not every man can stand the light. Not every man can separate the real from the apparent, the essential from the superficial and the accidental; but this great mind, the spirit of him who has gone, had that power in high degree. Therefore his leadership was real leadership. Not the leadership of the demagogue with the crowd clamoring and clattering at his heels, but the leadership

of the master. His was the leadership of the teacher who reaches intelligence, who reaches conscience, who reaches the soul of men, and influences them permanently.

May we not say of Schurz, in the words of that one of our own American poets who has seen so deeply into the meaning of spiritual things:

The sun set, but set not his hope.
Stars rose; his faith was earlier up:
He spoke, and words more soft than rain
Brought the Age of Gold again:
His action won such reverence sweet,
As hid all measure of the feat.

NICHOLAS MURRAY BUTLER

STUDENT ORGANIZATIONS AT COLUMBIA

II

JOURNAL CLUBS

CLOSELY allied to the departmental societies are the journal clubs, of which there are at least six. The first of these to organize was THE ROMANCE CLUB, founded in 1894 by Professors Cohn and Todd, of the Romance department. It endeavors to report, at stated gatherings, helpful facts about all new books and current periodicals which will be of interest to students of the Romance languages and literatures. The membership, which is regularly composed of the officers of instruction and the graduate students, at present numbers fifty-four. The club has been visited by Professor Paul Meyer, Director of the École des Chartes, of Paris, and by a number of traveling fellows of the University of Paris.

THE GERMANIC JOURNAL CLUB was formed in 1902 "for the purpose of reviewing and discussing important contributions to recent numbers of the numerous journals devoted to Germanic studies." Each member, of which there are at present twelve, receives in advance an assignment of one or more journals or books upon whose contents he is expected to make a report, either critical

or expository. The club consists of the officers, fellows and scholars of the department. Meetings are held once a month at the members' homes, the club thus also filling a social need.

Two years later, the graduate students in English and comparative literature organized THE ENGLISH JOURNAL CLUB, for the same purpose of cultivating among advanced students the habit of familiarity with the technical journals in their special fields, of enlarging their range of interest, and of enabling them to acquaint themselves generally with the problems that are attracting attention along the frontiers of scholarship. Reports and discussions on current periodicals are supplemented by reviews of recent books of importance. The club meets twice monthly, and numbers thirty.

The intents and procedure of THE JOURNAL CLUB IN PHILOSOPHY AND PSYCHOLOGY, of THE GEOLOGICAL JOURNAL CLUB, and of THE ZOOLOGICAL JOURNAL CLUB do not materially differ from those of the journal clubs just described. They all aim to economize time and labor by collective effort. It has already been pointed out that the committee on technical literature of The Electrical Engineering Society achieves the same economy for the advanced students of electrical engineering.

GRADUATE CLUBS

In October, 1898, the first meeting of THE GRADUATE CLUB OF TEACHERS COLLEGE was called by Dean Russell. The object of the club is the promotion of social intercourse, and the bringing of its members in touch with the broader educational interests. The club has been addressed by President Butler, members of the University faculty, educators from other institutions of learning, and prominent men of public life. The present membership is fifty-two.

Sometime before 1900 was formed THE WOMAN'S GRADUATE CLUB OF COLUMBIA UNIVERSITY. The object of the club is purely social, and the regular meetings are called when deemed expedient. Four afternoons each week the club serves tea to its members in Earl Hall. During the year, it gives two or three large receptions to which members are privileged to invite their friends. At such receptions Miss Ida Tarbell and Mr. Norman Hapgood have been

guests. On commencement day the club serves a luncheon. The membership is now ninety-eight.

In November, 1902, THE MEN'S ENGLISH GRADUATE CLUB was organized by the graduate students and the officers of instruction of the English department. The club endeavors to bring its members into closer personal relations, and to stimulate the discussion of questions of interest to students of English. In past years, the club has been addressed by President Butler; Professor T. R. Lounsbury, of Yale; Professor G. P. Baker, of Harvard; Professor Otto Jespersen, of the University of Copenhagen; Mr. Hamlin Garland, and Mr. George Haven Putnam. The thirty-five members of the present academic year have listened to Professor F. N. Scott, of the University of Michigan, and Mr. Henry Holt. For the past two years, the club has been successfully publishing its own journal, *The English Graduate Record*, a dignified and carefully edited bi-monthly, which is sent all over the country to former students of the department.

THE ECONOMICS CLUB, founded in 1904, for the purpose of bringing together socially the graduate students doing their major work in economics, and the sociology students whose minor subject is economics, now numbers twenty-six active members. To further the end of fellowship, the club holds more or less informal socials once a month.

At the beginning of the present academic year, THE MEN'S GRADUATE HISTORY CLUB was instituted, at the suggestion of professors in the department. The club's object is twofold: to promote fellowship among the graduate students in history, and to provide lectures and talks on historical subjects. Meetings are held biweekly, social meetings alternating with more public sessions, when the club listens to a talk by some professor of the University. In addition, Professor E. P. Cheney, of the University of Pennsylvania, has addressed the club. The membership is forty-five.

RELIGIOUS SOCIETIES

THE COLUMBIA UNIVERSITY CHRISTIAN ASSOCIATION, which is closely affiliated with the general organization of the Young Men's

Christian Association, has branches at Columbia, at Teachers College, at the College of Physicians and Surgeons, and at the College of Pharmacy, while at Barnard there is a branch of the Young Women's Christian Association. The main society, whose home is Earl Hall, sends an enthusiastic delegation of students to Northfield each summer. It also issues, at the opening of the college year, a little blue handbook of information to new students. A very practical part of the association's work is the preparation, each September, of a carefully selected list of boarding-houses located in the vicinity of the University.

THE PHILLIPS BROOKS GUILD fills the same mission among the women students of Teachers College as the Men's Christian Association does among the men. It is affiliated with the Young Women's Christian Association, and sends each summer a delegation to the student conference at Silver Bay, Lake George. It should be particularly noted that the guild is entirely undenominational. At the instigation of the guild, courses in Bible study and Sunday School methods now constitute a part of the regular curriculum of Teachers College.

The social committee of the guild takes charge, one afternoon a week, of the tea-pouring in the students' room; arranges a reception every fall for the incoming students; and gives an annual Halloween party, a fair toward Christmas time, and two plays later in the college year. The settlement committee furnishes some of the instruction at Speyer School (the Teachers College school of practice), and finds opportunities for extensive philanthropic work. The Sunday School committee has charge of Sunday School classes in the Sheltering Arms Orphan Asylum. This is but a part of the work accomplished by the guild and is typical of the range of influence of the kindred societies of the other colleges of the University.

In addition to these general organizations, there are two denominational societies, The Churchmen's Association (1900), and The Newman Club (1901). THE CHURCHMEN'S ASSOCIATION endeavors to promote fellowship and union among the Protestant Episcopalians of Columbia. Regular business meetings are held three times in the year. At least three evenings during the aca-

demic year, the association is addressed by prominent churchmen. Such addresses have been delivered by the Right Reverend A. C. A. Hall, Bishop of Vermont; the Right Reverend Leigh Coleman, D.D., LL.D., Bishop of Delaware; the Right Reverend Henry C. Potter, D.D., LL.D., Bishop of New York; and the Right Reverend Charles Tyler Olmstead, Bishop Coadjutor of Central New York. The society, which at present numbers sixty-four, encourages its members to attend chapel and to enter actively into city mission work, such as Sunday School teaching, lay-reading, parish visiting, boys' clubs, and social settlements connected with New York churches. The society also sends delegates to the Church Students' Missionary Association, and to the Conference of Church Societies in the Eastern Colleges and Universities.

THE NEWMAN CLUB is a similar organization of the Roman Catholic students of the University. The club has been addressed by Hon. John J. Morrissey, LL.D.; Hon. Eugene A. Philbin, former district attorney; and Dr. J. J. Walsh, of the University of Pennsylvania. An account of the society appeared in the *Catholic News* for November, 1904. There are at present between forty and fifty undergraduate members, and about sixty alumni members.

POLITICAL CLUBS

THE DEMOCRATIC CLUB OF COLUMBIA UNIVERSITY was founded in 1903, to foster democratic principles among the student body. During the recent New York mayoralty campaign, the club held, at Lion Palace, a monster rally, addressed by Mayor McClellan and other democratic candidates, and attended by about three thousand persons. William Burton Harrison has also spoken before the club, which now has a membership of three hundred.

The date of the original formation of THE COLUMBIA UNIVERSITY REPUBLICAN CLUB is not known; it is reorganized during each political contest. Many prominent republicans have been guests of the club, but during the last campaign the officers of the club were entertained by the republican candidate for mayor, William M. Ivins, and by Senators Slater, Elsberg, and Page. It was during the recent mayoralty contest, too, that the Democratic Club's rally above mentioned was immediately followed by a monster

demonstration under the auspices of the Republican Club, which succeeded not only in marching the three thousand putative democratic auditors to its own nearby hall but in subsidizing the very band of the Democratic Club. Through the medium of these two clubs, a number of students are afforded excellent practice in speaking before large audiences.

A non-partisan political organization, which participates less actively in campaign methods, is THE COLUMBIA UNIVERSITY POLITICAL CLUB, founded in December of 1905. The object of the club is "to educate and interest its members in political subjects (non-partisan), and to disseminate such interest throughout the University." The club is a charter member of an intercollegiate federation of city-government clubs, which was instituted through the united efforts of political clubs at Yale, Harvard, Princeton, and Columbia. The purpose of the general federation is an organized endeavor on the part of each college club to secure good government in its own locality, and to fit college men for competent public service. The movement is endorsed by such men as President Roosevelt, Baron Speck von Sternburg, German Ambassador; Governor Higgins, of New York; Mayor McClellan, of New York City; Governor Cummins, of Iowa; Hon. Everett Colby, of New Jersey; Mayor Weaver, of Philadelphia; Bishop Greer, Rev. Dr. Charles Cuthbert Hall, and Jacob H. Schiff, of New York City. Among the distinguished guests of the Columbia chapter, now numbering forty-eight, have been ex-Judge D. Cady Herrick, William M. Ivins, and R. Fulton Cutting, president of the Citizens' Union of New York City.

SELF-GOVERNMENT BOARDS

Of self-government boards there are eight: THE STUDENT BOARD OF REPRESENTATIVES, composed of Science and College students; THE UNDERGRADUATE ASSOCIATION OF BARNARD COLLEGE, which endeavors to express and enforce undergraduate opinion in matters affecting the College as a whole, by establishing rules governing conduct and inflicting penalties for violation of such rules; THE STUDENT COUNCIL of Barnard College, which is composed of the officers of the Undergraduate Association and the four class

presidents, and which constitutes a court of higher appeal for the association, and also plans the social schedule for the College, approves plays and other entertainments, and passes upon the legitimacy of new organizations; THE STUDENTS' EXECUTIVE COUNCIL of Teachers College, which is composed of the presidents of the regularly organized societies of the College, together with a president and a secretary-treasurer at large, and an advisory member representing the faculty, aims to secure harmony among the student organizations of the College and to promote the intellectual and social welfare of the students; WHITTIER HALL SELF-GOVERNMENT ASSOCIATION, whose purpose is "to make whatever regulations may be necessary for the promotion of the general welfare and social life of the household, to increase the personal sense of responsibility of residents toward one another, and to be a medium through which the social standards of Whittier Hall be made and kept high"; HARTLEY HALL COMMITTEE and LIVINGSTON HALL COMMITTEE, each constituted of a member from each floor, one of the ten members being elected chairman; and the COLUMBIA UNIVERSITY ATHLETIC COUNCIL, whose business it is to direct the general athletic policy of Columbia, to adjust any conflicting interests of the various athletic organizations of the University, and to pass on and award all athletic insignia.

MUSICAL CLUBS

The COLUMBIA UNIVERSITY PHILHARMONIC SOCIETY was founded in 1896 as a student organization, and in 1898 came under the supervision of the department of music. The Society was instituted for the purpose of encouraging the study and performance of serious orchestral music, and at present includes thirty instrumentalists. From 1896 to 1898, the society's conductor was Herman Hans Wetzler, now a prominent conductor; from 1898 to 1905, the conductor was Gustav Hinrichs, at present head of the Conried School of Opera, in New York City. From the foundation of the Society till 1904, Professor Edward Alexander MacDowell was honorary conductor; since 1904, the latter's successor, Professor Cornelius Rübner, has been honorary conductor. The orchestra furnished the music at the installation of President Butler;

at the farewell extended to M. Cambon, French Ambassador to the United States; at the dedication of Speyer School; and at the celebration of the one hundred and fiftieth anniversary of the foundation of the University. It has also played at the last three Varsity shows and at the last five sophomore shows. Again, at the Schiller celebration in 1905, the orchestra filled a prominent part of the program. The philharmonic gives three concerts a year, and has given two reunion concerts (reunion of graduate and undergraduate players), at Mendelssohn Hall. It is unnecessary to add that, with the competent leadership and the serious standard which have been the traditions of the society, its even excellence of performance is a matter of just pride to the whole University.

The UNIVERSITY CHORUS was established in 1897. From 1902 to 1904, Mr. Gustav Hinrichs conducted a separate chorus for women at Barnard, but in the latter year the University Chorus was thrown open to women on the same terms with men. The purpose of this mixed chorus has been the study of the choral works of the masters. Each year, two concerts are given, illustrative of the historical development of choral music. In the May, 1905, concert, the second part of the program consisted of a "Festival cantata," the composition of Professor Rübner. The concert of December, 1905, was devoted to the rendition of Niels W. Gade's "The erl-king's daughter," a ballad in three parts. On both of these occasions, the chorus was, as usual, assisted by several professional soloists and the University orchestra. It is purposed, the present academic year, to add certain social features to the work of the chorus, so that its meetings may be doubly attractive.

Other spheres of student musical endeavor are occupied by a GLEE CLUB of thirty, a MANDOLIN CLUB of twenty-one, and a BANJO CLUB of nine members.

GENERAL SOCIETIES

KINGS CROWN was founded in 1898 as a purely literary society, whose object was "to form a bond of friendly union among undergraduates interested in literature, and to support, maintain and further the literary interests of Columbia College." But, by 1901, the society was already taking on the character of a general union

of all students, the emphasis on "literary interests" being gradually lifted, until, today, the original object of the society is entirely obscured. In the days when the society was still departmental, it was addressed by such eminent men of letters as Mr. William Dean Howells, Mr. F. Hopkinson Smith and Mr. John Kendrick Bangs, '83; but in the last two or three years it has been addressed by prominent men of science as well, such as William Barclay Parsons, '79, and Dr. Lederle. In February of the present year, the society made one return step by again restricting the membership to college students. Another move in the right direction was taken in March, when a newly founded dramatic organization took over from the Crown the control of the undergraduate shows. The Crown now carries about three hundred names on its roll.*

In 1900 was established the COLUMBIA DAMES, an organization whose membership comprises the wives of graduate students or of assistants throughout the University. The aim of the club is to bring its members together socially and thereby strengthen the bonds of interest that hold the whole graduate body together. It had been found that many of the wives of graduate students led a very lonely life in New York, perhaps knowing no one,—their husbands absorbed in study, and they themselves more or less confined to their homes by household duties or the care of children. The club was started under the auspices of the social committee of the Phillips Brooks Guild of Teachers College, but not as a part of that organization. Regular meetings are held fortnightly, and, in the spring, there is a reception, to which the husbands and a few guests of honor are invited. The membership is about thirty-five.

The SOCIETY OF SIGMA XI is an honorary scientific society having chapters (in 1904) at nineteen universities and technical institutes throughout the country. The society at large was established at Cornell in 1886 by a few earnest workers in the engineering sciences, for the purpose of encouraging high ideals of scholarship among scientific students. Its purpose is "to recognize and elect to membership those men in our institutions of learning who should exhibit in a marked degree the qualifications of natural en-

*For a fuller statement concerning Kings Crown, see the writer's article, "A plea for a literary society," in *The Columbia Monthly*, January, 1906.

dowment and training required for successfully conducting original research in the various branches of science. Thus 'original research' bears the same relation to Sigma Xi as literary scholarship does to Phi Beta Kappa." The Columbia chapter, Kappa, was inaugurated in 1902, and has at present two hundred and twenty-one members, one hundred and twelve of whom are active. Active membership is constituted of prominent members of instruction in the sciences, promising graduate students in science, and promising seniors in science.

MISCELLANEOUS SOCIETIES

The SENIOR MINING SOCIETY OF COLUMBIA UNIVERSITY was founded in 1902, for the fourfold purpose of discussing mining problems outside the classroom, of becoming familiar with practical experiences of successful mining engineers and other scientists whose special branch appertains to mining, of keeping in touch with the most recent theories and practices of mining engineering, and of promoting better personal acquaintance with the professors of the department than is possible in the classroom. The society has been addressed by the following successful men of science: Mr. J. Parke Channing, E.M. '83, president of the Tennessee Copper Co.; Dr. R. W. Raymond, secretary of the American Institute of Mining Engineers; Mr. A. C. Beatty, E.M. '98, of the Guggenheim Exploration Co.; Mr. John A. Church, E.M. '67, of the first class graduated from the Columbia School of Mines; and Mr. A. A. Richard, late of *The Engineering and Mining Journal* of New York, now of *The Mining and Scientific Press* of San Francisco. The roll of the society includes at present sixteen active and nine honorary members.

In 1902 was also formed THE DRAMATIC CLUB of Teachers College, under the auspices of the Phillips Brooks Guild, for the purpose of presenting at least one good play a year.

The newest organization is THE COLUMBIA PLAYERS, formed in March of the present year, with the aim of controlling the annual Varsity show. For the past three years, the Varsity shows have been produced under the management of Kings Crown; but it seemed best to the members of the cast of last year's show to in-

stitute a permanent society whose entire energy should be devoted solely to the successful presentation of the yearly play. The founders and charter members of the new society consist of the manager and eleven of the cast of last year's show. "Eligibility for membership in the association will be afforded to any student in the University who has played in the cast at any Varsity show, has been its author, composer, or manager, or has played for two years in the chorus thereof. Associate membership will be open to any alumnus who has played in the cast of any Varsity show, has been its author, composer, or manager. Admission to membership will be by vote." Already the players have made a slight departure from traditional lines; they have announced that, while they will select, in open competition, one book from those submitted, they will also take music or lyrics from any one or all shows, or any single pieces submitted. This principle of collaborate authorship is expected to evolve better shows than any single student might write.

Other societies falling in the miscellaneous group are THE PRESS CLUB, composed of student representatives of sixteen New York newspapers; THE CHESS CLUB; and possibly THE CAMP COLUMBIA CLUB, which is as much a summer adjunct to the curriculum in science as it is a club with social and outdoor proclivities.

SOCIETIES OF RACE AND SECTION

It is not surprising that, in a cosmopolitan university in a cosmopolitan city, the students of more or less remote countries should combine socially and strive to keep alive, among a strange people, a little of the spirit of the homeland.

The Japanese banded together in 1901, under the name of THE JAPANESE STUDENTS' CLUB OF COLUMBIA UNIVERSITY. In addition to the social intent of the club, the members also present papers, prepare debates, and make addresses, at the regular monthly meetings. The secretary regrets to report that there are only seventeen members at present. The club has entertained Baron Kaneko.

The Chinese students of Columbia, exceeded in number only by the Chinese students of the University of California, are very active members of the Chinese Students' Alliance, which had eighteen members in 1901, but now counts over one hundred members. The

Alliance publishes an interesting, illustrated annual, *The Dragon Student*, of which Mr. Fong Fou Sec, of Columbia, is English editor. In this annual, a careful record is kept, in Chinese, of every Chinese student in America. Another of our students, Mr. P. H. Linn, is secretary of the alliance. The alliance entertained, in February of this year, the imperial commissioners who had just arrived from China. At the dinner then given, His Excellency Tuan Fong, in addressing the Chinese students, said: "I have sent many students abroad, but I have concluded, from what I have seen of the students in America, that I have made a mistake in not sending more of them to this country." This fall no less than eighty Chinese students have been sent to this country.

THE WOMAN'S SOUTHERN CLUB OF COLUMBIA is constituted of the women students of the University who are of southern birth or residence. Although the aim of the Club is purely social, an annual scholarship has been founded in the interest of the Southern Industrial Education Association. In the spring, the club entertained Mrs. Martha Gielow, President General of the Southern Industrial Association for the Education of the Mountaineers of the South. Mrs. Jefferson Davis was the invited guest of honor at the last annual reception, in May.

There is also a SWEDISH SOCIETY, concerning which I have been unable to secure accurate data. The Western Club and The Southern Club (men) seem to have lapsed into desuetude.

PREPARATORY SCHOOL CLUBS

Several of the local preparatory schools send so many of their graduates to Columbia that the men reunite when they reach the campus. So far as has been ascertained, there are four such organizations—THE HORACE MANN CLUB, THE ADELPHI CLUB, THE BROOKLYN BOYS HIGH SCHOOL CLUB, and THE BROOKLYN POLY. PREP. CLUB.

Many of the societies at Columbia work with such modest quiet that the writer feels persuaded that the very existence of some of them must have escaped his reconnaissance, and that many of the most interesting details concerning the societies already described

may not have come to his notice. Indeed, so true is this, that, since the appearance of the first section of this article, in the June QUARTERLY, there have been discovered another musical club, another general society, another miscellaneous society, and two other societies of race and section, thus augmenting the original figures by five. The student organizations of the University, exclusive of secret societies and student publication boards, are hence known to number at least one hundred and seven.

ARMOUR CALDWELL

EDITORIAL COMMENT

If the college of today were up for canonization, Mr. Charles Francis Adams would evidently be the right man to function as devil's advocate. His Phi Beta Kappa oration, delivered at Columbia in June and printed in this number of the *QUARTERLY*, was professedly a strong statement of one side of the case. The audience was duly warned that the subject would not be treated judicially; that "necessary qualifications" would be omitted and that some of the positions taken might prove, under criticism, to be untenable. The argument leaned very heavily on personal experience—the experience of one man with one college. It was not new to anyone who has concerned himself with educational matters, and it derives its importance largely from the eminence of the speaker. To traverse it in detail with a view to giving the other side a fair hearing would require an article at least as long as the address. Such a detailed criticism the oration, so admirable in temper and so provocative of reflection, certainly deserves. It is to be hoped that a competent attorney for the defense may soon rise to his opportunity. We presume that most men who have an inside view of any college and are at all given to radical thinking will admit that, in a part at least of his arraignment, Mr. Adams stood on firm ground. The evils of overcrowding and of what has been termed mass-treatment are real, and wherever they are gravely felt they call for a remedy. A personal relation between student and teacher is very desirable. The lack of it is a misfortune. These truths should be brought home to teachers and students alike, and college authorities should regard it as an important part of their business to provide conditions under which personal teaching and a more or less friendly relation between teacher and student outside the classroom shall be possible, and not only possible but a matter of course. But this can be done without revolution. It is actually being done in many places. College authorities are becoming alive to the importance of the subject, and there has been in recent years a great improvement along this very line.

In his criticism of the so-called elective system—by the way, what is the elective system?—and in his picture of the ideal scheme that

should take its place, Mr. Adams was less convincing. He would have

The Elective System a small college, dominated by an almost preternaturally wise and well-balanced master, who should subject the entering freshman to a general mental examination and prescribe a course of study for him with a view to curing his defects and making him an all-around mental athlete. To one man the master would say, for example: You, sir, are deficient in reasoning powers; you shall have four years of mathematics, and if you dislike that particular study and have not hitherto been able to make anything out of it, that is the very best reason why you should work at mathematics. To another he would say: You are a poor observer; you shall take natural science (one wonders which or how many natural sciences would be prescribed, if the master happened to be like an average Oxford principal). For a third man the prescription would be: You have no imagination; you shall have ancient and modern literature in large and long-continued doses. Now the difficulty with this dream, which certainly has its attractions, is that, speaking broadly, it rests upon a defective psychology. The human mind does not consist of three departments which can be trained and fortified separately. The psychologists have shown that the idea of an all-around training of "the mind" is largely illusory; not entirely, perhaps, but largely. All possible training is special training. A man may study mathematics for four years and become a very proficient reasoner in that domain, but take him, then, into the domain of ethics or politics, and he will very likely reason like a child or—a mathematician. Another may study botany for a long time and become a very acute observer of plant-life, yet remain blind to obvious facts of a different order. A student may have no eye at all for iota subscript, yet be a marvelously quick and accurate observer of the signals of his football captain. And the one kind of training does not help the other a particle. It is well known that great mathematicians and eminent men of science often reason badly and observe badly in the domain of complex social phenomena. As for the imagination, not much can be done to develop or strengthen it during the period of adolescence. It can be chastened and fed with wholesome food by the study of poetry, but developed greatly it can not be. That belongs to childhood. Within limits there is no doubt a valuable discipline for the character to be had from the resolute performance of disagreeable tasks; but that profit does not compare with the benefit that comes from the joyous performance of tasks that are self-chosen and, in a general way, congenial. Liberty the student must have sooner or later if he is to become a man. He must cut loose from

leading-strings and learn to go alone, even if at first he stagger and go wrong and fall. Liberty is always dangerous, but its blessings are priceless. When shall the cutting loose take place? Mr. Adams, with his ideal college, would let it come pretty suddenly at the age of twenty-two—toward the end of the period of adolescence. German experience favors the age of eighteen or nineteen. It will be interesting to observe whether the plan now followed at Columbia will prove better than either.

Research as an aim in life and its pursuit as a life profession has but few representatives the world over, and there are fewer by far in America than in Europe. Although the largest amount of research

Original Investigation work has been and is now being done outside of our universities, for very good reasons, it is unquestionably the function of the university, as distinguished from the school, not only to teach the known but also to indicate the limits of existing knowledge, and to extend these through "research, investigations and productivity." That American universities have made but inadequate provision for the conduct and promotion of research is pointed out by Professor Keyser in a paper reprinted in this issue of the *QUARTERLY*, which contains an analysis and statement of causes, difficulties and remedies. The research problem in the American university is clearly stated as that of relieving men of proved ability for investigation from excessive teaching and administrative burdens.

A chief difficulty is found in the prevailing scepticism of the community regarding the value of investigation prosecuted without any immediate concern respecting practical applicability of results. It has been easy to convince Americans that research in some specific cases is worth while. Generally these are cases in which the results have immediate commercial value of obvious significance for the development of industry. The general public in America, on the contrary, has been slow to perceive that pure research, *i. e.*, research whose motive is curiosity itself, truth-seeking for truth's sake, is equally or even more worthy of support, as being both the *sine qua non* of the highest practical prosperity and the ideal form and expression of emancipated mind.

In that branch of scientific work recognized as applied science or technology, the results of research are more frequently capable of immediate application to the arts and industries, and, therefore, this branch

Research and the General Public of research has received most encouragement from the business world, and in some instances from the national government, whose aim is to promote all of these industries as

far as possible. The public at large can see the results of great inventions, such as the steam-engine, the electric-light and the telephone, but it can come to an appreciation of pure research only gradually by help of the press and public lectures. There is a keen public interest in the lives of the inventors and also in those of scientific men in so far as these are seen to have provided the inventors with the necessary abstract knowledge; but such interest exists mainly because the community has been able to see results favorable to the production of wealth. Hence the great advancement of applied science, or technology, in our universities.

That there has not been in our American universities a similar growth in the departments of pure science, art and letters, is doubtless largely due to the absence of the causes that have favored the field of technology. For this situation the community itself is partly but not exclusively responsible. Professors and students engaged in pure research are themselves partly to blame. The American public, as has been said, will believe an object worthy of support, and will render the financial assistance for which Professor Keyser pleads, only if it can be convinced that there will be a commensurate return of some sort. It appears, however, that devotees of pure science, letters and art are accustomed to make but comparatively little effort to enlighten the community regarding the worth and significance of their several forms of activity, and in so far as they fail in this service, they are themselves responsible for the lack of support. The general public judges most easily by monetary standards. That is, indeed, a pity, and the case, in so far as it is remediable, can be cured only by the patient exercise of the true missionary spirit of continuous enlightenment under the direction of the investigator himself.

In this way all research and all knowledge may be amply justified in the court of public opinion, mediately or immediately, on the high ground of utility or on the highest ground of spiritual worth. It may, therefore, well be asked whether it is not the duty of every university worker to demonstrate to the community the value of his work, and as Professor Keyser points out, there is here a measureless opportunity for the university president. As soon as a reasoning faith on the part of the public in the value of research has been created, there will be no lack of financial support for the seeker after truth and for the university that sustains him, in whatever branch of knowledge he may choose to labor.

Carl Schurz, whose death occurred on May 14, was an honorary alumnus of Columbia, the degree of doctor of laws having been conferred upon him at the Commencement of 1899. The Carl Schurz fund

Carl Schurz

for the increase of the library in the field of German literature and the endowment of the Carl Schurz fellowship in German, both contributed by his friends on the occasion of the public celebration of his seventieth birthday, that same year, have also inseparably connected his name with the history of the University. It is a matter, too, of more than passing interest to note that his last public speech was made at Columbia, in 1905, at the celebration of the Schiller centenary over which he presided. The death of Carl Schurz has ended a long life, not only of varied and ceaseless activity, but of notable accomplishment of such a range as seldom falls to the record of a single individual. As editor, orator, soldier, statesman and author he has written himself enduringly in the pages of American history. Whenever we may view him, however, in his career, whether in the beginning, as ardent revolutionist in Germany in the stirring movement of 1848, or as the sage, full of the wisdom of experience, in his last quiet years in New York, it is Carl Schurz the idealist that most particularly appeals to us and that the future will best like to remember, for into whatever sphere of action his ceaseless endeavor led him, it was always the idealism above and beyond the immediate object to be attained that impelled him onward. The key-note of his life, from beginning to end, was characteristically an optimistic idealism. Not the ill-founded idealism of the theorist or the dreamer of dreams, but the idealism that is based upon a broad and accurate knowledge of history and events; on the subtle understanding of inherent cause and effect; on the wise appreciation of the relatedness of the affairs of the future to the affairs of the moment. It is true that Carl Schurz's idealism, like all idealism, through the circumstance of events sometimes failed of immediate application, but it was to him, in all phases of his career, inevitably the lode-star that pointed his direction, and in the many cases which the story of his life so fascinatingly tells led ultimately to valuable and enduring results. From first to last, whatever he did was conscientiously done in accordance with ideal purpose and honest conviction, and with no ulterior thought of private aggrandizement or of personal popularity. As a statesman, he was high-minded and wholly incorruptible for party or self. He did not escape, it is true, the calumny that inevitably falls to the lot of men in public life. His opponents in politics frequently

maligned him for his non-adherence to party and for his shifting of political base, and his administration of public affairs was too indifferent, in the eyes of partisanship, to the claims of office as the spoils of the victor, but his convictions, here as elsewhere, were paramount and they alone determined his course of action. As an orator, Carl Schurz has left behind him not a few genuine masterpieces of eloquence in the two languages in which, to a degree that has scarcely ever been surpassed, he was at home. As an author, he has contributed many writings of permanent value to American letters. By the Germans in America he was long affectionately recognized as the chief representative among them of the ideals of their race. He was not, however, a German, except in inheritance, but was first of all an American who loved the spirit and traditions of the people from whom he had sprung, but only as the firm foundation to what was, in its best sense, an ardent and optimistic Americanism. Carl Schurz, with his constant ideality of purpose, as the earnest and fearless seeker for truth as in the light of his own conscience he saw it to exist, was in many ways an embodiment of those things for which a university stands. The memory of his life should long be an incentive to noble action and its influence a militant power for good. Not only was he, in reality, the most notable of all the men that Germany has given to us for the making of this commonwealth, but he was plainly one of the eminent men, at home or abroad, of his generation.

THE UNIVERSITY

SUMMER SESSION OF 1906

The registration of the Summer Session of 1906 shows an encouraging increase over that of the previous year, the attendance reaching the highest point in the history of the school. While the number of students attracted last year by the convention of the National Education Association, which was held at Asbury Park early in July, 1905, was not as large as had been expected, it was no doubt responsible for a part at least of last year's increase. The fact that this year's convention of the National Education Association was not held in California, as originally contemplated, may have caused a number of teachers to remain in the east, instead of taking the trip to the Pacific coast. The growth in enrolment since the first year of the session is illustrated by the following comparative table:

Year	General	Medical	Total	Percentage of Increase over 1900
1900	417	—	417	—
1901	579	—	579	38.85
1902	643	—	643	54.19
1903	940	53	993	138.13
1904	914	47	961	130.45
1905	976	42	1,018	144.12
1906	1,008	33	1,041	149.64

The percentage of men shows a slight decrease over last year, but nevertheless it is much larger than it was in the early sessions. This year the percentage of men reached 47.74, as against 48.92 in 1905, 45.68 in 1904, 41.49 in 1903, 39.19 in 1902, 26.68 in 1901, and 27.34 in 1900. This increase in the number of men is due in large measure to the fact that the session is coming to be regarded more and more as an integral portion of the regular course. The classification of students by faculties will be found in Table C, the figures including students who matriculated for the first time this summer. The table shows that there were no less than 166 duly matriculated candidates for the higher degrees, and the total number of students matriculated in the various faculties of the University increased from 354 in 1905 to 461 in 1906. Of the 456 old students, 237 attended one or more of the summer ses-

sions of preceding years, 161 students having attended only one previous summer session, 44 two, 24 three, 3 four, 3 five, and 2 six sessions. The percentage of new students has remained practically the same, it being 56.20, as against 57.86 in 1905 and 54.32 in 1904, the larger percentage in 1905 no doubt being due to the meeting of the National Education Association.

As far as the previous preparation of the students is concerned, no less than 328 of the 1008 students at Morningside Heights hold degrees, 406 in all, distributed as follows: 212 A.B., 71 B.S., 46 A.M., 17 Ph.B., 7 Pd.B., 6 Pd.M., 6 Ph.D., and 41 miscellaneous. In 1905 290 students held 372 degrees.

In Table E students are classified according to residence, and a comparison of these figures with those for 1905 will show an important increase in the percentage and number of students from the south and from foreign countries. All of the divisions, with the exception of the western, have gained at the expense of the North Atlantic division, the percentage of students from the latter having shrunk from 80.52 in 1904 to 68.75 in 1906. There were 134 students from the South Atlantic division this year, as against 75 in 1904, 51 from the South Central division, as against 13 in 1904, 93 from the North Central division, as against 64 in 1904, and 13 from the Western division, as against 11 in 1904. The 1906 summer session students hail from 41 states and territories, and from 15 foreign countries. The medical students are not included in the comparisons made in this paragraph.

The aggregate attendance on courses is explained in Table F; Table G, which gives the aggregate attendance on the various subjects since the establishment of the session, furnishes a criterion of the nature of the growth of the school since 1900.

A—STUDENTS CLASSIFIED ACCORDING TO SEX

	General		Medical	Total	
Men	464	46.03%	33	497	47.74%
Women	544	53.97%	—	544	52.26%
Total	1008	100.00%	33	1041	100.00%

B—STUDENTS CLASSIFIED AS OLD AND NEW

	General		Medical	Total	
Previously registered	434	43.06%	22	456	43.80%
New students	574	56.94%	11	585	56.20%
Total	1008	100.00%	33	1041	100.00%

C—STUDENTS CLASSIFIED ACCORDING TO FACULTIES

I. Non-matriculated	567
II. Matriculated:	
1. Columbia College	62
2. Barnard College	18
3. Applied Science	70
4. Architecture	5
5. Medicine	1
6. Political Science, Philosophy, and Pure Science	166
7. Teachers College	119
Total	1008
MEDICAL SUMMER SESSION:	
1. Non-matriculated	13
2. Matriculated	20
Grand total	1041

D—STUDENTS CLASSIFIED ACCORDING TO TEACHING POSITIONS

	Number of Students	Percentage of Total Enrolment
Elementary schools	268	26.59%
Secondary schools	124	12.30%
Higher educational institutions	38	3.77%
Normal schools	33	3.27%
Principals (school)	64	6.35%
Superintendents	14	1.39%
Special teachers	50	4.96%
Private school teachers	20	1.98%
Not engaged in teaching	397	39.39%
Total	1008	100.00%

E—STUDENTS CLASSIFIED ACCORDING TO RESIDENCE

North Atlantic Division:

Connecticut	7
Maine	1
Massachusetts	21
New Jersey	102
New York:	
Outside of New York City	96
New York City:	
Manhattan and the Bronx	282
Brooklyn	102
Queens	21
Richmond	7 412

508

Pennsylvania	52
Vermont	2

693 68.75%

South Atlantic Division:

Delaware	2
District of Columbia	8
Florida	7
Georgia	27

Maryland	51		
North Carolina	8		
South Carolina	7		
Virginia	19		
West Virginia	5		
<hr/>		134	13.29%
South Central Division:			
Alabama	17		
Arkansas	2		
Kentucky	12		
Louisiana	4		
Mississippi	3		
Oklahoma	2		
Tennessee	2		
Texas	9		
<hr/>		51	5.06%
North Central Division:			
Illinois	8		
Indiana	9		
Iowa	5		
Kansas	4		
Michigan	10		
Minnesota	5		
Missouri	9		
Nebraska	2		
North Dakota	1		
Ohio	36		
South Dakota	1		
Wisconsin	3		
<hr/>		93	9.22%
Western Division:			
California	4		
Colorado	2		
New Mexico	1		
Utah	5		
Washington	1		
<hr/>		13	1.29%
Foreign Countries:			
Australia	2		
Austria	1		
Belgium	1		
Canada	2		
China	2		
Colombia	1		
Cuba	1		
Ecuador	1		
Holland	1		
India	4		
Japan	4		
Mexico	1		
Peru	1		
South Africa	1		
Venezuela	1		
<hr/>		24	2.39%
		1008	100.00%

Of the medical students, 15 came from New York (12 from Greater New York), 5 from New Jersey, 5 from Pennsylvania, and 1 each from Massachusetts, Alabama, Kansas, Missouri, Utah, California, Mexico, and South America.

F—AGGREGATE ATTENDANCE ON COURSES

Subjects	Number of Courses	Number of Registrations	Percentage of Total Enrolment
Chemistry.	9	164	6.82
Domestic Science.	3	58	2.41
Drawing	5	56	2.33
Economics.	2	32	1.33
Education	8	305	12.68
English	9	363	15.09
Geography.	2	49	2.03
German	13	204	8.48
Greek.	2	6	0.24
History	4	103	4.28
Latin	6	69	2.87
Manual Training.	6	127	5.28
Mathematics.	8	199	8.27
Mineralogy.	2	28	1.16
Music	2	24	1.00
Nature Study	2	24	1.00
Philosophy	4	43	1.87
Physical Education.	10	147	6.10
Physics	9	136	5.65
Physiology.	3	23	0.96
Psychology	4	95	3.95
Romance Languages	8	101	4.20
Sociology	2	48	2.00
Total	123	2,406	100.00

G—AGGREGATE ATTENDANCE ON COURSES, 1900-1906

Department	Total Enrolment 1900	Total Enrolment 1901	Total Enrolment 1902	Total Enrolment 1903	Total Enrolment 1904	Total Enrolment 1905	Total Enrolment 1906
Anthropology.	—	—	—	13	13	—	—
Botany	28	—	—	—	—	—	—
Chemistry.	—	—	59	72	119	156	164
Domestic Science.	—	—	—	—	14	35	58
Economics	—	—	—	21	28	12	32
Education.	415	402	351	618	317	366	305
English.	280	301	260	334	332	367	363
Geography	59	—	38	—	55	49	49
Geology.	—	—	—	25	21	19	—
German.	—	67	101	152	174	201	204
Greek.	—	—	—	—	—	10	6
History.	15	71	51	134	122	88	103
Latin	—	14	51	50	67	55	69
Manual Training.	21	44	72	112	124	134	127
Mathematics.	73	71	108	164	217	210	199
Mechanical Drawing.	—	—	—	—	35	38	56
Mineralogy	—	—	—	—	—	—	28

G—AGGREGATE ATTENDANCE ON COURSES, 1900-1906 (Continued)

Department	1900	1901	1902	1903	1904	1905	1906
Music.	—	—	—	48	34	47	24
Nature Study. . . .	—	30	46	53	34	42	24
Philippine Islands. .	—	—	—	11	—	—	—
Philosophy.	24	58	53	62	48	42	45
Physical Education. .	42	67	88	105	149	157	147
Physics.	40	56	82	68	86	96	136
Physiology.	—	—	—	10	23	19	23
Psychology.	88	155	89	92	138	91	95
Romance Languages. .	—	20	51	110	98	114	101
Sociology.	—	—	—	—	—	33	48
Total.	1,085	1,356	1,500	2,254	2,248	2,381	2,406
No. of courses given .	28	43	59	78	111	117	123

R. T., JR.

Four new lecturers in the law school have been appointed for the year 1906-7. The senior is Professor Nathan Abbott, of the department of law of Leland Stanford University. Professor Abbott is a graduate of Yale in the class of 1877, and received his professional degree in law from Boston University. He is an authority on the law of real property, and will give the third year course on this subject, and also courses in equity, domestic relations, and quasi-contracts. A second lecturer is Goldthwaite H. Dorr, A.B. Harvard, 1897; LL.B. Columbia, 1904. Mr. Dorr had considerable experience in teaching before entering the law school, where he made a record of a high order. He was editor-in-chief of the *Columbia Law Review*. He will offer courses in agency and carriers. Another of the new men, Charles H. Ayres, is also a graduate of Harvard College, of the class of 1898, and of the Harvard Law School in 1905. Like Mr. Dorr, he is an experienced teacher, having taught at Harvard for several years after graduation, and before taking up the study of law. He was an editor of the *Harvard Law Review*, and was graduated *cum laude*. Mr. Ayres will give the second and third year equity courses. The fourth lecturer is Alfred Hayes, Jr., a graduate of Princeton of the class of 1895, and of the Columbia Law School of the class of 1898. Mr. Hayes has already been connected with the Law School as tutor; and will conduct the practice court and give the course in damages. Professor George W. Kirchwey, the dean of the school, will this year give the courses in evidence and mortgages.

The Prussian Ministry of Education has established at Columbia a chair of German history and institutions, which corresponds with the

Theodore Roosevelt professorship in Germany, to be filled each year by the trustees of Columbia University upon nomination of the Prussian Ministry of Education. To this chair the name of the Kaiser Wilhelm chair of German history and institutions has been given. The first appointee is Hermann Schumacher, Ph.D., ordinary professor of political economy in the University of Bonn.

* * *

St. Paul's Chapel was practically completed during the summer. The inscriptions in the building read as follows: Over the Portico—"Pro Ecclesia Dei;" over the Main Door—"In lumine Tuo videbimus lumen;" in the Chancel—"Whom therefore ye ignorantly worship Him declare I unto you." Acts xvii: 23; in the Nave—"To do justly and to love mercy and to walk humbly with thy God." Micah vi: 8; in the South Transept—"Wisdom resteth in the heart of him that hath understanding." Proverbs xiv: 33; in the North Transept—"Faith, Hope, Charity, these three; but the greatest of these is Charity." Corinthians xiii: 13.

The chancel windows were executed by John La Farge. The design represents St. Paul preaching to the Athenians on Mars Hill, and illustrates the text, which is carved on the marble frieze of the apse, "Whom therefore ye ignorantly worship Him declare I unto you." (Acts xvii: 23.) The scene is supposed to be the portico of one of the buildings on Mars Hill on the Areopagus, and the architectural lines of the portico, extending through the three windows, give a sense of unity to the composition. Between the columns in the background is seen part of the outline of the Acropolis. In the central space the Apostle is represented, standing in an attitude of earnest exhortation, upon a marble platform, below which descend the steps of the portico. At the foot of the steps and on either side are grouped a number of figures whose poses express the varying degree of attention, sympathy, indifference, belief or doubt with which they listen to the words of the Apostle. The figure of the old man standing near the Apostle represents Dionysius, who accepts the new teaching. Below him, seated in a chair of classic design, is Damaris, absorbed in the Apostle's argument. In the right hand division, upon a judge's seat, sits one of the officials of the Court of Areopagus in doubtful meditation, while below him are several figures expressive of doubt and dissent. "Some mocked and others said, we will hear thee again of this matter." Another group, in the left hand division, composed chiefly of the plainer sort, represents those who "clave unto him and believed." The orna-

mental border below the windows, which follows a Greek pattern, has in the center the representation of the altar, with the words in Greek text, "To the unknown God," to which St. Paul refers in the chapter and verse quoted. Other texts in Greek upon the border are quotations explaining the significance of the several figures.

The memorial windows in the dome were executed by Maitland Armstrong & Company, and were donated in memory of various alumni. The present transept windows are temporary, and it is hoped that the spaces will be filled by memorial windows, the character of which was discussed in an article on "The windows of St. Paul's Chapel" in the March (1906) issue.*

* * *

An interesting and valuable gift to the University is the portrait of the Right Reverend Manton Eastburn, Class of 1817, Columbia College, and later bishop of Massachusetts. The records show that in

New Portraits

1832 Dr. Eastburn was appointed lecturer in poetry at the College, and in 1837 he delivered the oration in commemoration of the fiftieth anniversary of the establishment of Kings College. The gift was made by Mr. E. Maitland Armstrong, the designer of the windows in the dome of the Chapel, on behalf of the estate of Meta Neilson. The University has also recently received a gift of a portrait of Daniel D. Tompkins, Class of 1795, Columbia College, governor of New York State from 1807 to 1817, and vice-president of the United States from 1817 to 1825. Mr. Stuyvesant Fish, of the class of 1871, has presented an enlargement of an interesting and characteristic photograph of the late Professor Anthon.

* * *

After a brave battle against physical weakness and disease, carried without a murmur of complaint, a struggle which was maintained with such fortitude that she was about her work in the Library till less than a week before her death, Miss Grace Lord MacMullen, assistant reference librarian, died on the morning of August eighth. She had been in the service of the University for six years, and was exceptionally fitted for her work. She was especially loyal to Columbia, her father having graduated in the class of 1837, College, and her brother having been prepared here for his calling as an electrician. Her competency and efficiency, her enthusiasm, and her lovable character and disposition made her a general favorite with the University public.

* Vol. viii, No. 2, p. 138.

SUMMARIES OF UNIVERSITY LEGISLATION

THE TRUSTEES

May Meeting.—The thanks of the Trustees were tendered to Mrs. Louis T. Hoyt for her gift of \$5,000 to establish an annual mathematical prize in memory of her nephew, John Dash van Buren, Jr., a member of the Class of 1905; also to Edward S. Harkness for his gift of \$2,700 for the purpose of developing the morphological museum at the Medical School.

The Trustees accepted with sincere thanks the offer of the Association of the Alumni of Columbia College to meet the cost of carving in stone upon the south front of Hamilton Hall the three seals of the corporation used by King's College from 1754-1784; by the Regents of the University from 1784-1787, and by the Trustees of Columbia College from 1787 to the present time.

The thanks of the Trustees were tendered to Miss Alice Convers and Miss Clara B. Convers for their gift of \$1,000 to establish the E. B. Convers Prize in Law, in memory of Ebenezer Buckingham Convers, valedictorian of the class of 1866 in the School of Law.

The thanks of the Trustees were also tendered to Archer M. Huntington, for gifts amounting to \$1,500 for the support of instruction in geography and anthropology; to Jacob H. Schiff, for his gift of \$800 toward the support of a lectureship in anthropology; to Gustav A. Wertheim, for a gift of sterilizing apparatus for the Sloane Maternity Hospital; to Mrs. Charles R. Swords, for a litany desk for St. Paul's Chapel, the gift to be a memorial of her late husband, Charles R. Swords, of the class of 1829, a Trustee of the College from 1870 to 1877; and to Wendell T. Bush, for a gift to the Library of \$100; and to nine subscribers, for a gift of \$2,000 for the purchase of books for the Library.

The Librarian was authorized to extend to the Director of the Metropolitan Museum of Art, to the Director of the American Museum of Natural His-

tory, and to such of their assistants as they, with his approval, may designate, the same Library privileges as are now extended to the officers of the College of the City of New York and to those of the New York University.

The sum of \$7,500, or so much thereof as may be necessary, was appropriated for the purpose of making improvements at the Camp Columbia farm; and \$1,200, or so much thereof as may be necessary, for improvements at the College headquarters at Morris, Conn.

Certain rearrangements in the departments of anthropology, architecture, physiological chemistry, physiology, and social science for the year 1906-7, recommended by the committee on education, were approved.

The President was granted authority to arrange for one or more courses of lectures on subjects of practical politics to be supported by the income of the George Blumenthal Endowment Fund.

Arthur T. Hadley, LL.D., President of Yale University, was appointed to be Theodore Roosevelt Professor at the University of Berlin for the year 1907-8 (Nomination made February 5, 1906); Franklin Henry Giddings, Ph.D., LL.D., to be the incumbent of the chair established by the gift of the Edward R. Carpentier Fund; Walter Rautenstrauch, M.S., now assistant professor of machine design in Cornell University, to be adjunct professor of mechanical engineering for three years from July 1, 1906, with a seat in the faculty of applied science; and Edward Luther Stevenson, Ph.D., professor of history in Rutgers College, to be lecturer in geography for one year from July 1, 1906.

The following appointments under the faculties of Columbia College, political science and philosophy, for the academic year 1906-7 were confirmed; John G. Bowman, tutor, Charles Galwey, assistant, and William B. Parker and Allan F. Westcott, lecturers in

English; Charles A. Beard, lecturer in history and political science; Paul L. Haworth, lecturer in history; Geo. W. Hartwell, assistant in mathematics; Harold C. Brown, assistant in philosophy; Allen H. Nelson, lecturer, and H. W. Farwell and L. B. Morse, assistants in physics; Joseph Larmor and O. Lummer, non-resident lecturers in mathematical physics; W. C. Ruediger, assistant, and William James, non-resident lecturer in psychology.—Upon the nomination of the medical faculty Walter S. Reynolds was appointed instructor in genito-urinary diseases.

The following appointments and promotions for Barnard College were made: Grace P. Reynolds, assistant in chemistry; Alice Haskell, assistant in English; Alexander O. Bechert, lecturer in Germanic languages and literatures; T. Leslie Shear, tutor in classical philology; and Edward Kasner, adjunct professor of mathematics.

Edward R. Smith, reference librarian, Avery Library, was assigned to a seat in the faculty of fine arts, and Henry Johnson, professor of history in Teachers College, to a seat in the faculty of political science.

E. W. Rose was appointed assistant in physical education for the summer session (1906).

Adolph Black, C.E., was promoted to be adjunct professor of civil engineering from and after July 1, 1906, with a seat in the faculty of applied science.

The title of Franklin Henry Giddings, Ph.D., LL.D., was changed from professor of sociology to professor of sociology and the history of civilization; that of James Chidester Egbert, Ph.D., from professor of Roman archaeology and epigraphy to professor of Latin; and that of Harold Jacoby, Ph.D., from professor of astronomy to Rutherford professor of astronomy.

The resignation of Alvin S. Johnson, Ph.D., adjunct professor of economics, was accepted, to take effect June 30, 1906.

Leave of absence was granted to George R. Carpenter, A.B., professor of rhetoric and English composition, for eleven months of the academic year 1906-7; his courses to be cared for by the appointment, for the second half-year, of Professor Cunliffe of McGill University.

June Meeting.—The thanks of the Trustees were tendered to D. Maitland Armstrong, executor of the estate of Meta Neilson, deceased, for the gift to the University of a portrait of the Rt. Rev. Manton Eastburn, a graduate of Columbia College in the class of 1817, and bishop of Massachusetts from 1842 to 1872.

The President was authorized to send a representative of Columbia University to the inauguration of William H. S. Demarest, as President of Rutgers College, on Wednesday, June 20, 1906.

The sum of \$46,000 was appropriated for the purpose of enlarging the heating and lighting equipment of the power plant.

The sum of \$3,500 was appropriated from the income of the Phoenix Fund for additions to the equipment of the department of electrical engineering.

Clinical Pathology was set off from the Department of Pathology and constituted a separate department.

It was resolved, that in recognition of the action of the Prussian Government in establishing the Theodore Roosevelt professorship of American history and institutions in the University of Berlin, there be created in Columbia University the Kaiser Wilhelm professorship of German history and institutions, the incumbent of which shall be appointed annually upon the nomination of the Prussian Ministry of Education as provided in the agreement made between representatives of the Prussian Government and of Columbia University at Wilhelms-höhe on August 14, 1905, and approved by the Trustees on October 2, 1905.

Frank J. Goodnow, LL.D., Eaton professor of administrative law and municipal science, was appointed acting dean of the faculty of political science during the absence of Professor Burgess as Theodore Roosevelt professor at the University of Berlin.

Upon the nomination of the faculty of law, Nathan Abbott, A.B., LL.B., was appointed lecturer in law for the year 1906-7.

Woodrow Wilson, LL.D., President of Princeton University, and Albert Shaw, Ph.D., editor of the *Review of Reviews*, were appointed lecturers on

the George Blumenthal Foundation for the year 1906-7.

The following promotions were approved: Upon the nomination of the Trustees of Barnard College William Tenney Brewster, A.M., to be professor of English; Charles Knapp, Ph.D., to be professor of classical philology; and Herbert Maule Richards, S.D., to be professor of botany. Upon the nomination of the faculty of medicine—Francis C. Wood, M.D., adjunct professor of clinical pathology, was promoted to be professor of clinical pathology, and Philip Hanson Hiss, Jr., M.D., adjunct professor of bacteriology, to be professor of bacteriology.

The following new appointments and promotions for the academic year 1906-7 were confirmed:

Under the faculties of the College, applied science, fine arts, political science, philosophy and pure science: S. Alfred Mitchell, instructor in astronomy; Carlton C. Curtis, instructor in botany; Otto Kress, assistant in analytical chemistry; Alvan A. Tenney, tutor in sociology; Morton Arendt, instructor in electrical engineering; J. C. Barnaby, J. S. MacGregor, and N. C. Woods, assistants in mechanical engineering; C. Offerhaus, assistant in metallurgy; J. Edwin Sinclair, assistant in mineralogy; Wm. K. Gregory, assistant in zoology; Charles P. Warren, instructor in architecture; Wm. A. Delano, associate director of atelier; Francis A. Nelson, lecturer in architecture; Lewis P. Siceloff, tutor in mathematics; John G. Gill, tutor in Romance languages.—Under the faculty of medicine: Wm. R. Williams, instructor, and Wm. R. May and Jas. M. Kent, assistants in materia medica and therapeutics; Lewis F. Frissell, instructor in physical diagnosis; L. R. Williams, L. H. Shearer, D. S. D. Jessup, A. F. Riggs, Philip Van Ingen, and Rolfe Floyd, assistants in medicine. Under extension teaching: Clifford B. Upton, A.B., mathematics; Arthur Alexander Stoughton, Ph.B., architecture; Frank Leo Tufts, Ph.D., physics; and Charles Galwey, A.B., English.

Upon the request of the faculty of fine arts, Jefferson B. Fletcher, A. M., was assigned to a seat in that faculty.

The title of Hermann Schumacher, Ph.D., ordinary professor of political

economy in the University of Bonn, was changed from professor of German history and institutions, to Kaiser Wilhelm professor of German history and institutions.

Professor George S. Fullerton, Ph.D., of the department of philosophy, was granted leave of absence for the academic year 1906-7, his courses to be cared for by the appointment, as lecturer, of Professor G. A. Tawney, of Beloit College.

The following amendments to the statutes were adopted:

Amend Chapter XXV, Section 250 *b*, by substituting for the present provision regarding tuition fees in Columbia College, the following (to take effect July 1, 1907):

In Columbia College, per point, \$5, to be paid at the beginning of each half-year for the total number of points for which the student is permitted to register; with extra charges for certain allowed professional courses, such charge to be determined by the President, and not to exceed \$100 in any year. (A point signifies one hour of required attendance in class or lecture room, or two hours of required attendance in laboratory or drawing room, during one half-year.)

To amend Chapter XXX, Section 325, by the insertion of the following words at the end of the second sentence (line 10):

Provided that in the award of four of these scholarships preference shall be given to Chinese students nominated by the Chinese Minister at Washington.

To amend Chapter XXXII by adding the following section:

§ 370. A prize to be known as the E. B. Convers Prize shall be awarded annually to such member of the graduating class in the school of law as may write the best original essay on some legal subject to be chosen from a list of ten subjects prepared each year by the faculty of law, or any other legal subject approved by the faculty; the amount of the prize to be the annual income of the sum of \$1,000 given to the University by Miss Alice Convers and Miss Clara B. Convers to establish such prize.

Amend the Statutes, Chapter XXXII, by inserting a new Section 371, as follows:

§ 371. A prize to be known as the

John Dash van Buren, Jr., Prize in Mathematics shall be awarded annually to that student who, being a candidate for an academic degree in Columbia College, shall pass the best examination in the analytical geometry and the calculus and in such additional subjects as the department of mathematics shall prescribe, in accordance

with regulations to be determined by that department; the amount of the prize to be the annual income of the sum of \$5,000, given to the University by Mrs. Louis T. Hoyt, of New York, in memory of her nephew, John Dash van Buren, Jr., a member of the class of 1905.

STUDENT LIFE

Nearly two thousand friends of the senior class attended the annual class day exercises in the gymnasium on June 10. The usual orations were delivered, and an old Columbia custom, the class pilgrimage, was revived. In place of the yew trees of former years which have not flourished on the campus a class ivy was planted at the northwest corner of St. Paul's Chapel. The program follows: President's address, R. W. Macbeth; Class roll call, E. T. Maynard; Class history, W. L. Essex; Presentation oration, F. D. Fackenthal; Class poem, K. S. Webb; Class prophecy, C. L. Williams; Valedictory, W. R. Porter; Ivy oration, C. A. Stewart. After the exercises a tea was given in Earl Hall by the ladies who have had charge of the University teas during the past year. In the evening there was an illumination of the grove, and the class day dance was held in the gymnasium. On Tuesday evening a number of the fraternities united in holding a small dance in Earl Hall, at which about fifty couples were present.

The annual baseball game between the seniors and the faculty took place on the morning of July 12, and resulted in a victory for the faculty by the score of 5 to 2. The line-up of the teams and the score by innings follow:

Seniors	Faculty
Pocockr.f.....	Williams
Adamsc.f.....	Pegram
Casamajorl.f.....	Wills
Fettretch1b...	Tombo (capt.)
Moore2b.....	Bicklé
O'Connell (capt.) s.s.....	Metzenthin
Loder3b.....	Inglis

Brownp..... Shoemaker
Thurlowc..... S. O. Miller

Faculty 3 0 0 0 2 ..—5
19060 0 0 2 0 0—2

Since the annual contest became a feature of the commencement exercises, the faculty has won three games and the seniors two, the scores being as follows:

1901—Faculty 8, Seniors 9
1902—Faculty 4, Seniors 2
1903—Faculty 12, Seniors 28
1904—Faculty 17, Seniors 16
1905—rain
1906—Faculty 5, Seniors 2

Much interest has been aroused by the announcement that Professor Spingarn will offer annually three prizes for the encouragement of belles-lettres among the undergraduates of Columbia College. There will be a prize of sixty dollars for the best poem, a prize of fifty dollars for the best critical essay on any work of imaginative literature, and a prize of forty dollars for the best short story. There are to be no limitations in regard to the character of the poems, essays and stories submitted, and the competition is open without further qualification to all undergraduates in Columbia College. The judges are to be the professor and adjunct professor of comparative literature, the professor of rhetoric and English composition, the editor-in-chief of the *Columbia Monthly*, and the editor-in-chief of the *Columbia Spectator*. The first competition will close on February 1, 1907.

C. A. S.

ATHLETICS

On Decoration Day Columbia entered six crews in the Harlem Regatta, and succeeded in winning one first place and four seconds. There was no senior eight-oared race, as the Varsity was the only entry.

The intercollegiate regatta was held at Poughkeepsie on June 23. The summary of the regatta follows:

VARSITY RACE, 4 MILES

1. Cornell	19:36	4-5
2. Pennsylvania	19:43	4-5
3. Syracuse	19:45	1-5
4. Wisconsin	20:13	4-5
5. Columbia	20:18	3-5
6. Georgetown	20:30	

FRESHMAN RACE, 2 MILES

1. Syracuse	9:51	3-5
2. Cornell	9:55	
3. Wisconsin	9:55	3-5
4. Columbia	10:07	1-5
5. Pennsylvania	10:13	1-5

FOUR-OARED RACE, 2 MILES

1. Cornell	10:35	1-5
2. Syracuse	10:48	4-5
3. Columbia	10:55	2-5
4. Pennsylvania	11:06	4-5

After the Varsity race, John N. Boyle, 1908L., was elected captain for next year.

The baseball team was not very successful on its New England trip. Next

year's captain will be E. T. Collins, 1907. K. M. Collins, 1907, and A. A. Vantine, 1908, have been elected manager and assistant manager, respectively. The results of the games played in June follow:

Columbia, 3; Norwalk, 2.
Columbia, 12; Norwalk, 13.
Columbia, 1; Trinity, 3.
Columbia, 0; Amherst, 2.
Columbia, 0; Wesleyan, 3.
Columbia, 0; Amherst, 2.
Columbia, 0; Williams, 0.

Only three members of the track team competed in the intercollegiate championships in the Harvard Stadium, and none of them was placed. J. W. Brodix, 1907, was elected captain for the coming year, and F. Lage, 1907S., and R. G. Estee, 1908S., will serve as manager and assistant manager, respectively.

The lacrosse team defeated Pennsylvania by the score of 9 to 0 and thus secured third place in the northern division of the intercollegiate league.

Weakened by the loss of LeRoy, the tennis team was defeated by both Yale and Princeton.

Elections held by the gym team resulted in the selection of E. V. Bryde, 1907L., for captain, and of A. T. Hoping, 1907, for manager.

C. A. S.

THE ALUMNI

Doctors of Philosophy

The first annual meeting of the Association of Doctors of Philosophy was held in the School of Mines building on the afternoon of Commencement Day, June 13. The constitution and by-laws of the association were adopted, and the following officers were elected to serve for 1906-7: President—Frederic L. Luqueer, 1896, Principal P. S. 126, Brooklyn; vice-president—Frederic R. Coudert, 1894, Lawyer, 71 Broadway, New York; secretary—Rudolf Tombo, Jr., 1901, Columbia University; treasurer—Stephen P. H. Duggan, 1902, College of the City of New York; Executive Com-

mittee—The president, vice-president, secretary, and treasurer, *ex-officio*; political science, William A. Schaper, 1901, University of Minnesota; philosophy, Adam Leroy Jones, 1898, Princeton University; and pure science, William F. Hand, 1903, Mississippi A. and M. College.

A pamphlet containing the constitution and by-laws and a list of the charter members of the association has just been published. There are one hundred and seventeen charter members, representing twenty-three states and three foreign countries. Copies of the pamphlet may be obtained from the secretary of the association.

Virginia Alumni Association

An effort is being made to organize a Virginia Alumni Association, with headquarters at Richmond. A meeting of organization will take place some time early in the fall, and any alumni in the state of Virginia interested in the movement should communicate with Jackson Davis, *Phil.*, Henrico Court House, Richmond, Va., who will be glad to furnish information about the proposed association.

College of Physicians and Surgeons

The list of officers of the P. and S. Alumni Association given in the June issue of the *QUARTERLY* contains an error, which should be corrected. The secretary of the association is Dr. H. E. Hale, '96, and Dr. W. R. Williams, '95, is the assistant secretary, instead of *vice versa*.

1899

The seventh annual Commencement reunion of the class of '99 was held, as arranged, on Wednesday, June 13, 1906. The reunion was notable for the reason that for the first time since graduation the class of '99 Science joined the College division, and in point of numbers and spirit it was one of the most successful reunions ever held by the class. The committee for the reunion representing the College consisted of Messrs. Fowler, Deane, Cardozo, McCann, Baker and Marcus, and Science was represented by Messrs. Carpenter and Chapman.

The members gathered on the University grounds at one o'clock for the alumni luncheon, and later assembled in the room reserved for the class in East Hall. An adjournment was then taken to South Field, where a ball-game between 1900 and '99 took place. This resulted, after a close contest, in a well earned victory for '99. The score and participants follow:

'99	1900
Marcusp.....	Pell
Cardozoc.....	Hackett
Deane1b.....	McKenna
Eldert2b.....	Kellock
Corning3b.....	Fackenthal
Lumss.....	Harrison

Josephthall.f.....	Durham
Bakerc.f.....	Matthew
McCannr.f.....	Giddings

Umpire—Mr. Fort

'99	3	0	1	2	0	2	4—12
1900	2	3	2	0	0	2	2—11

In the evening a banquet was held in the Yacht Room of the Hotel Astor. Speeches were made on behalf of Science by Mr. Carpenter and for the College by Messrs. Fowler, Cardozo and Hackett. The dinner was interspersed with songs, and the best of goodfellowship prevailed. Upon the conclusion of the dinner a large number of the class journeyed uptown again to be present at the '96 Kneipe. Those present at the reunion included the following: Pell, Giffin, Matthew, Hopkins, Tuttle, Hinck, Baker, Eldert, Fowler, Cardozo, McCann, Deane, Marcus, Ernst, Lichtenstein, Josephthal, Corning, G. Parsons, Hackett, Moran, Mosenthal, Ehret, Lesem, Chapman, Carpenter, Dickerson, Vom Baur, McIntyre, Rose, Hentz and B. Smith.

Montgomery Schuyler, Jr., was married to Miss Edith Lawver on Wednesday, August 22, 1906, at Washington, D. C. He has been appointed secretary of legation and consul general for Roumania and Servia.

Plans for the reunions for the coming year are well under way, and it has been determined that another joint reunion between Science and the College will be held some time in January, 1907.

Class of 1902, College

It is again our unpleasant duty to record the loss of a classmate by death. On June 21 last, William Brock Shoemaker was fatally injured in an elevator accident, and died after being removed to the Hudson Street Hospital. In College, Mr. Shoemaker was at different times business manager of *Spectator*, *Jester* and the *Literary Monthly*, and also manager of the Varsity football and hockey teams. He was a member of Psi Upsilon, and of other college societies. In December last, he was married to the young-

est daughter of the late F. J. de Peyster. At the time of his death he was a member of the firm of Shoemaker & Bates, stockbrokers.

Budington announces his marriage on September 12, to Miss Katharine Howard, at Hazlehurst, Mississippi. After their wedding Mr. and Mrs. Budington expect to come to New York to live.

At the foregathering of the class last Commencement day thirty-eight men were present. It was suggested that 1902 Science be invited to unite with 1902 College at the next official reunion of the college class.

1905 Ph.D.—Felix Arnold has published a number of reviews in the *Journal of Philosophy, Psychology and Scientific Methods* and in the *Psychological Bulletin* during 1905 and 1906. The following articles by him have appeared in recent issues of the *Jour. Phil., Psych. and Sci. Meth.*—"The unity of mental life," "Association and atomism," "The given situation in attention"; in the *Int. Jour. of Eth.*—"The so-called Hedonist paradox"; in the *Psych. Rev.*—"Consciousness and its object," and "The psychology

of interest"; in the *Psych. Bull.*—"Interest and attention." He has also written "The psychology of association" for the *Arch. Psych., Phil., and Sci. Method.*

Alumni Catalogue, 1906

The 1906 edition of the general catalogue of officers and graduates of Columbia University is now in press. If you have made a change of occupation or residence, or have acquired new titles or positions since you furnished the information to the secretary of the catalogue, kindly notify him immediately of corrections and additions, so that your record may appear correct in the new catalogue. It seems impossible to secure accurate information concerning every alumnus, and the secretary will be glad to receive information about any alumnus for whom no address was given in the last edition (1900) of the General Catalogue. He will also be glad to hear of any alumni, particularly class secretaries, who will assist him in tracing lost graduates. Address the *Secretary, General Catalogue, Columbia University.*

NECROLOGY.*

ALLEN, Charles Warrenne, M.D. 1878, died of enteric fever at Gibraltar on May 30, 1906, aged fifty-one years. He was on his way to attend a physicians' congress at Lisbon, Portugal. Dr. Allen took post-graduate courses in Vienna and Paris and became well known in New York as a specialist in skin diseases. He was professor of dermatology in the New York Post-Graduate Medical School, consulting surgeon to various hospitals, and was the author of "The practitioner's manual," and other books.

AUSTIN, Thomas Septimus, E.M. 1876, died at El Paso, Texas, on August 24, 1906. He was manager of the

American Smelting and Refining Company's Mexican business.

BAILEY, Norris Caleb, A.M. 1902, died on January 9, 1905, aged twenty-eight years. He received the degree of B.S. from Wesleyan University in 1899.

BARSTOW, Donald McLean, M.D. 1892, died at Portland, Me., on June 9, 1906, aged forty years. He received the degree of A.B. from Yale University in 1889.

BARTON, Philip Hale, M.D. 1864, died of paralysis at Danville, Ill., on May 29, 1906, aged seventy years.

BEHLEN, Hermann, Ph.B. (Arch.) 1890, died on April 13, 1904, aged thirty-five years.

BRANDEGER, William Partridge, M.D. 1889, died in New York City on July 30, 1906, aged forty-two years.

BROUGHTON, John Glover, M.D. 1892, died on November 20, 1904. He received the degree of A.B. from

* This list includes the names of all Columbia men who have been reported as having died between May 15 and September 15, 1906, as well as those whose decease has not been previously reported in these columns.

Williams College in 1889 and that of D.D.S. from the New York College of Dentistry in 1891.

BULLARD, William Duff, M.D. 1895, died in New York City on June 20, 1895, aged thirty-four years.

BULLEN, Joseph Edmond, A.M. 1894, LL.B. 1895, died in New York City on May 10, 1906, aged thirty-seven years. He received the degree of A.B. from Brown University in 1890.

BUSHNELL, Giles Francis, LL.B. 1880, died on March 3, 1906.

CARDWELL, Herbert William, M.D. 1888, died at Portland, Ore., on April 3, 1905.

COWDREY, Francis Hull, LL.B. 1867, died on June 10, 1905, at Phoebus, Va. He was assistant adjutant general, U. S. V., during the Civil War.

DONALDSON, Walter Alexander, LL.B. 1880, died of cancer, at Bloomfield, N. J., on May 16, 1906, aged fifty-two years. He received the degree of A.B. from Georgetown College. He was collector of customs in Santiago, Cuba, during the Spanish-American War, and was for many years in the United States Naval Office in New York City. He was a member of the Crescent Athletic Club and the Democratic Club.

ESTWICK, Charles Frederick, LL.B. 1875, died at Bayonne, N. J., on February 10, 1905.

FALES, William Edward Sandford, E.M. 1871, LL.B. 1875, died of heart-disease at his home in Brooklyn on May 16, 1906, aged fifty-four years. Mr. Fales was a newspaper man and magazine writer, and in 1890 he was vice-consul at Amoy, China.

FISHER, Robert Mulford, E.M. 1900, died suddenly at Empire, Col., on August 22, 1906, aged twenty-seven years.

GERMANN, Frederick William, a member of the class of 1906 College, died at Flatbush, New York City, on September 9, 1906, aged twenty-five years.

GILFILLAN, William James, M.D. 1862, LL.B. 1877, died on May 24, 1906, aged sixty-six years. He was a surgeon in the navy during the Civil War, and sanitary inspector of the Brooklyn Health Board for several years.

GWYNNE, Abram E., a member of the class of 1871 College, died in New

York City of paralysis on November 25, 1905.

HENRIQUES, Aaron Joseph, M. D. 1838, died on March 12, 1896, aged seventy-nine years.

HOLDEN, Edwin Babcock, A. B. 1883, died on June 8, 1906, aged forty-four years.

HURLBUT, Henry Augustus, A. B. 1863, died on March 18, 1906.

JACKSON, Charles Augustus [Jr.], A.B. 1859, A.M. 1862, died on April 16, 1906, aged sixty-four years.

JOBS, Thomas Allen, LL.B. 1872, died at Phoenix, Arizona, on March 27, 1904, aged fifty-four years. He received the degree of A.B. from Princeton University in 1869 and that of A.M. in 1872. He was mayor of Georgetown, Col., for a time, and since 1895 had held the office of city recorder of Phoenix.

JOHNSON, George D., pastor emeritus of Christ Church, New Brighton, S. I., died at his home on August 28, 1906, aged seventy-two years. Archdeacon Johnson was the great-great-grandson of Samuel Johnson, the first President of King's College, and he laid the corner-stone of St. Paul's Chapel on the occasion of the one hundred and fiftieth anniversary of the foundation of King's College.

JONES, Clarence Delafolie, LL.B. 1870, died on February 9, 1906.

KNOX, Charles Henry, A.B. 1872, A.M. 1875, LL.B. N. Y. Univ. 1872, died on May 29, 1906, aged fifty-four years. Mr. Knox was a school commissioner under the administrations of Mayors Grant and Gilroy and for several years he was president of the board. Under Mayor Van Wyck he was president of the Municipal Service Commission.

LEHLBACH, Charles Fred Jacob, M.D. 1857, died on August 15, 1895.

MALMBERRY, Theodore James William, A.B. 1904, A.M. 1905, LL.B. 1906, died during July, 1906, aged twenty-five years.

MARTIN, Urban Francis, M.D. 1900, died in New York City on September 13, 1905. He received the degree of B.S. from the College of the City of New York in 1896.

MEISEL, Frederick Charles Albert, Ph.B. (Chem.) 1892, died on May 1, 1906, aged thirty-three years.

MORRIS, Augustus Newbold, A.B. 1860, A.M. 1863, LL.B. 1864, died of pneumonia at Ridgefield, Conn., on September 2, 1906. Mr. Morris was manager of the Home for Incurables, Fordham, a director of the New York Zoological Society, vice-president of the Plaza Bank, a governor and one of the founders of the Metropolitan Club, and a member of the Union League and many other clubs and of the Delta Phi fraternity.

OWEN, Frederick Nash, E.M. 1878, died in December, 1905, aged fifty-two years.

PECK, George, M.D. 1847, died July 27, 1906. He received the honorary degree of A.M. from Princeton in 1857. He was a surgeon in the United States Navy, with the rank of lieutenant-commander during the Civil War, and later was medical director, with the rank of captain.

RAWCLIFFE, Henry Alonzo, LL.B. 1873, died on March 13, 1904, aged fifty-two years.

RICHARDS, A. G., A.B. 1858, died during 1905.

SCHERMERHORN, John Egmont, LL.B. 1874, died in New York City on June 21, 1906, aged fifty-three years. He received the degree of B.S. from the College of the City of New York in 1872. He was a member of the New York Yacht, University, Metropolitan, Knickerbocker and several other clubs, also of the St. Nicholas Society and the Seventh Regiment.

SEABROOK, Thomas L., LL.B. 1875, died on February 26, 1906. He received the degree of Ph.B. from the Peddie Institute, New Jersey.

SHELDON, Eugene E., LL.B. 1873, died at Little Falls, N. Y., on June 28, 1906, aged sixty-two years. He received the degree of A.B. from Middlebury College in 1869. He had been district attorney and judge of Herkimer County.

SHELDON, Theodore, LL.B. 1877, died on May 25, 1905. He received the degree of A.B. from Princeton University in 1875 and that of A.M. in 1878.

SHOEMAKER, William Brock, A.B. 1902, died in the Hudson Street Hos-

pital on June 21, 1906, after injuries received in an elevator, aged twenty-three years. He was a member of the Psi Upsilon fraternity.

SHRADY, William, LL.B. 1864, died on September 23, 1904, aged sixty-four years. He received the honorary degree of A.M. from Iowa Wesleyan University in 1875. He was librarian and treasurer of the Medico-Legal Society.

SIMPSON, Robert G., A.B. 1841, died during 1905.

SMITH, John Richard, LL.B. 1881, died on September 26, 1904, aged forty-four years. He received the degree of A.B. from Manhattan College in 1879.

TERRY, William Hazard, A.B. 1850, died at Sayville, N. Y., on December 5, 1905, aged seventy-six years.

VINTON, Arthur Dudley, LL.B. 1873, died in New York City on September 13, 1906, aged fifty-four years. Mr. Vinton was for several years managing editor of *The North American Review*, and was the author of the following books: "The Pomfret mystery," "The unpardonable sin," and "Looking further backward."

WARD, James Montfort, LL.B. 1876, died on May 31, 1904. He was assistant corporation-counsel, New York City.

WEIL, Robert, A.B. 1885, A.M. 1886, Ph.D. 1888, LL.B. 1891, Seligman Prize Fellow 1886, Toppan Prize 1891, died in New York City on May 23, 1906, aged thirty-nine years.

WETMORE, Howard Graham, M.D. 1879, died on April 27, 1906, aged fifty years. He received the degree of B.S. from Amherst College in 1876.

WILSON, Philip Lee, LL.B. 1860, died on December 13, 1905, aged sixty-five years.

YALE, Leroy Milton, A.B. 1862, A.M. 1865, M.D. Bellevue Hospital Medical College 1866, died of apoplexy in Quisett, Mass., on September 12, 1906. Dr. Yale edited several medical and semi-medical journals and published two books on the care of children. He also held several lectureships at the medical college from which he graduated.

NUMBER OF DEGREES AND DIPLOMAS GRANTED, 1900-1906

	1900-1901	1901-1902	1902-1903	1903-1904	1904-1905	1905-1906
A. Degrees conferred in course :						
Bachelor of Arts (men).....	84	109	101	102	106	104
" " (women).....	50	50	47	80	83	75
" Laws.....	99	110	115	110	119	80
" Science (Columbia Col.).....	—	—	—	—	—	5
" " (Education).....	9	17	27	39	79	118
" " (Architecture).....	10	15	7	10	5	5
" " (Chemistry).....	8	6	10	4	3	4
Engineer of Mines.....	14	17	19	38	47	45
Civil Engineer.....	16	11	13	22	17	24
Electrical Engineer.....	19	23	17	23	19	24
Mechanical Engineer.....	13	21	19	21	11	15
Metallurgical Engineer.....	—	1	2	1	1	2
Doctor of Medicine.....	147	145	168	178	185	152
Pharmaceutical Chemist.....	—	—	—	—	3	10
Doctor of Pharmacy.....	—	—	—	—	—	1
Master of Arts.....	109	155	147	160	197	178
Master of Laws.....	2	—	1	—	1	2
Doctor of Philosophy.....	26	33	39	28	38	42
Total.....	606	713	732	816	914	886
Deduct duplicates.....	10	10	15	16	22	10
Total individuals receiving degrees.....	596	703	717	800	892	876
B. Honorary degrees :						
Master of Arts.....	1	—	1	1	—	1
" Science.....	2	—	—	—	2	—
Doctor of Laws.....	2	4	4	2	28	6
" Letters.....	—	—	1	1	1	—
" Sacred Theology.....	—	—	1	1	1	—
" Science.....	1	1	2	1	14	2
Total.....	6	5	9	6	46	9
C. Teachers College diplomas granted :						
Higher diploma in education.....	3	4	—	1	—	—
Bachelor's ".....	86	104	105	140	197	197
Special ".....	—	—	—	—	—	22
Master's ".....	—	28	19	23	17	36
Doctor's ".....	—	3	3	1	7	3
Total.....	89	139	127	165	221	258
Total degrees and diplomas granted.....	701	857	868	987	1181	1153
Deduct duplicates.....	40	69	73	112	138	214
Total individuals receiving degrees and diplomas.....	661	788	795	875	1043	939

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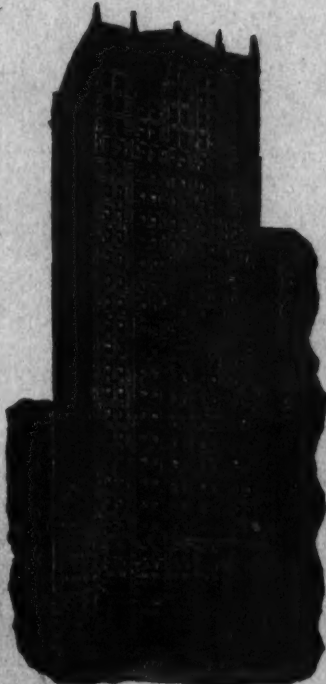
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